



UNIVERSITY *of* MARYLAND
EASTERN SHORE

Professional Education Unit Assessment Handbook



**The University of Maryland Eastern Shore
Professional Education Unit
Assessment Handbook**

<u>Table of Contents</u>	<u>Page</u>
Organization of the University and the Professional Education Unit	4
Professional Education Unit Programs	5
Professional Education Unit Conceptual Framework.....	6
Professional Education Unit Assessment System.....	7
Transition Points, Common Assessments, and Other Requirements.....	12
Procedures for Monitoring Candidates' Progress.....	17
Alignment of Conceptual Framework with Maryland Redesign and and INTASC Competencies	19
Fairness, Accuracy, Consistency, and Elimination of Bias in Assessments	20
Use of Information Technology in Assessment.....	22
Procedures for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination, and Use.....	22
Unit-wide Common Assessments	29
Appendices	34
Appendix A Maryland Certification for Educators (MCAE) Assessments	35
Appendix B Candidate Formal Appeals/Complaint Form.....	36
Appendix C Internship Evaluation	37
Appendix D Field Experience/Pre-internship Field Evaluation.....	42
Appendix E Dispositions and Diversity Inventory (DDI)	45
Appendix F Senior Seminar Unit Plan.....	50
Appendix G Professional Portfolio Rubric	54

Appendix H	Professional Portfolio Rubric (SPED 678).....	67
Appendix I	Mentor Teacher Evaluation	72
Appendix J	University Supervisor Evaluation	73
Appendix K	Professional Education Unit Exit Interview	75
Appendix L	Alumni Survey.....	77
Appendix M	Employer Survey	83
Appendix N	Comprehensive Exam Rubric	91
Appendix O	Faculty Peer Teaching Rubric	95
Appendix P	Practicum Evaluation Form.....	101
Appendix Q	Candidate Professional Education Interview Protocols (Graduate)	106
Appendix R	Candidate Professional Education Interview Protocols (Undergraduate).....	109

Organization of the University and the Professional Education Unit

The purpose of this Assessment Handbook is to provide detailed guidance in the implementation of the Unit Assessment Plan and to ensure all professional education unit faculty and school-based faculty in our professional development partnership schools are knowledgeable about the system. As professional educators at the University of Maryland Eastern Shore, we believe in meaningful, systematic, and continuous assessment of candidate knowledge, skills, and dispositions, faculty performance, and curricular development and instruction. The purpose of the assessment system is to: 1) ensure that all candidates exit the program with the knowledge, skills, and dispositions necessary to become successful professionals, and 2) evaluate and revise current programs to better serve future candidates, our school partners and the students they educate.

The organizational structures of the University of Maryland Eastern Shore and the professional education unit are described below.

Organization of the University

The University of Maryland Eastern Shore is organized into five schools and 19 departments. The schools are:

- School of Agricultural and Natural Sciences
- School of Arts and Professions
- School of Business and Technology
- School of Graduate Studies
- School of Pharmacy and Health Professions

Each school is headed by a Dean who reports to the Vice President for Academic Affairs. Each department has a department chair who reports to the dean of the school. Additionally, the chair of the Department of Education which is housed in the School of Arts and Professions serves as the Director of Teacher Education.

Organization of the Unit

The Professional Education Unit consists of the Department of Education and twelve initial undergraduate, twelve initial graduate, and three advanced professional education programs that are housed in the following ten departments and three schools:

- Agriculture Education, Department of Agriculture, Food, and Resource Sciences, School of Agricultural and Natural Sciences
- Art Education, Department of Fine Arts, School of Arts and Professions
- Biology Education, Department of Natural Sciences, School of Agricultural and Natural Sciences
- Business Education, Department of Business, Management and Accounting, School of Business and Technology

- Career and Technology Education, Department of Construction Management Technology, School of Business and Technology
- Chemistry Education, Department of Natural Sciences, School of Agricultural and Natural Sciences
- School Counseling, Department of Education, School of Arts and Professions
- English Education, Department of English and Modern Languages, School of Arts and Professions
- Family and Consumer Sciences Education, Department of Human Ecology, School of Agricultural and Natural Sciences
- Mathematics Education, Department of Math and Computer Science, School of Business and Technology
- Music Education, Department of Fine Arts, School of Arts and Professions
- Social Studies Education, Department of Social Sciences, School of Arts and Professions
- Special Education, Department of Education, School of Arts and Professions
- Technology Education, Department of Construction Management Technology, School of Business and Technology

A Professional Education Unit Council (PEUC) comprised of faculty from each professional education program across departments and schools is chaired by the Director of Teacher Education who is also Chair of the Department of Education. The mission of PEUC is to: 1) facilitate communication among the programs charged with the preparation of professional educators and counselors; 2) collect, analyze, assess, and disseminate program assessment data; 3) review and approve program and curricular changes as informed by data and advisory groups; and 4) improve programs to enhance candidate achievement and effectiveness.

Professional Education Unit Programs

The Professional Education Unit provides initial and advanced professional education programs in a variety of areas.

Initial Programs

Below are the initial professional education programs leading to a Bachelor of Science (B.S.) or a Bachelor of Arts degree (B.A.):

- Agriculture Education
- Art Education
- Biology Education
- Business Education
- Chemistry Education
- English Education
- Family and Consumer Sciences Education
- Mathematics Education
- Music Education
- Social Studies Education
- Special Education

- Technology Education

The following initial professional education programs lead to the Master of Arts in Teaching degree (M.A.T.):

- Agriculture Education
- Art Education
- Biology Education
- Business Education
- Chemistry Education
- English Education
- Family and Consumer Sciences Education
- Mathematics Education
- Music Education
- Social Studies Education

The following initial professional education program leads to the Master of Education degree (M.Ed.):

Special Education

Advanced Programs

The following advanced professional education programs lead to the Master of Education degree (M.Ed.):

- Career and Technology Education
- Special Education

Other School Personnel Programs

The following advanced professional education program leading to the Master of Education degree (M.Ed.):

- School Counseling

Professional Education Unit Conceptual Framework

The University of Maryland Eastern Shore teacher/School Counseling programs prepare professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are **professionals** who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously **reflect** on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are **innovative** in employing the best contemporary

practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

Professional Education Unit Assessment System

The framework for an assessment plan with timelines for implementation was developed by the Professional Education Unit Council (PEUC) and partially implemented in 2002-2003. Aspects of the plan have continued to be developed and enhanced. Common key assessments and program specific assessments are in place. When modifications or additions are necessary, ad hoc assessment committees are formed and results of their efforts shared and discussed with PEUC prior to implementation. Assessment results are likewise shared during PEUC meetings to determine whether the programs and unit are meeting their goal of developing professional education candidates who have the knowledge, skills, and dispositions to become teachers and counselors who are reflective, innovative professionals who value diversity and are effective in their chosen careers.

The Unit Assessment System consists of multiple assessments (internal and external) at multiple transition points providing both formative and summative data as well as quantitative and qualitative data. The system is designed to measure: 1) unit and program effectiveness, 2) candidate performance, and 3) candidate impact upon PreK-12 students at both the initial and advanced level programs. Results are used to guide and enhance candidate performance and data-based program development.

Internal Assessments at the program level include assessments of the knowledge, skills and dispositions of the initial undergraduate, initial graduate and advanced candidates. Among the key internal assessments are grade point average, professional portfolio, internship/practicum evaluations (initial candidates), comprehensive exams, action research/seminar papers and the Dispositions and Diversity Inventory (DDI). Several assessments are scored by multiple evaluators to ensure that assessment procedures are fair, accurate, consistent, and free of bias.

External Assessments at the program level also include assessments of the knowledge, skills and dispositions of the initial undergraduate, initial graduate and advanced candidates. Among the key external assessments are standardized test scores (PRAXIS I and II, SAT, GRE, or other accepted Maryland Assessments (Appendix A), field experience evaluations, internship/practicum evaluations, professional portfolio reviews, and Specialized Professional Associations (SPA) reviews. Multiple reviewers/evaluators score the majority of these assessments.

Both internal and external assessments at the program level are used to determine whether candidates are ready to advance from one phase to another. Results are also used to inform decision-making and determine if course and/or program changes are necessary, if modifications have resulted in the desired changes or if there is a need for additional data.

A parallel format is set up for the unit evaluation. Internal assessments such as enrollment data, recruitment/retention information, budget and faculty, annual reports, strategic plans, grant reports, and facilities and resources data help inform decision-making about the needs of the unit. External assessments such as alumni and employer feedback, mentor teacher evaluations, and accrediting agency and SPA reports are likewise examined. The table below illustrates program and unit operations assessment.

Insert Table 1 here

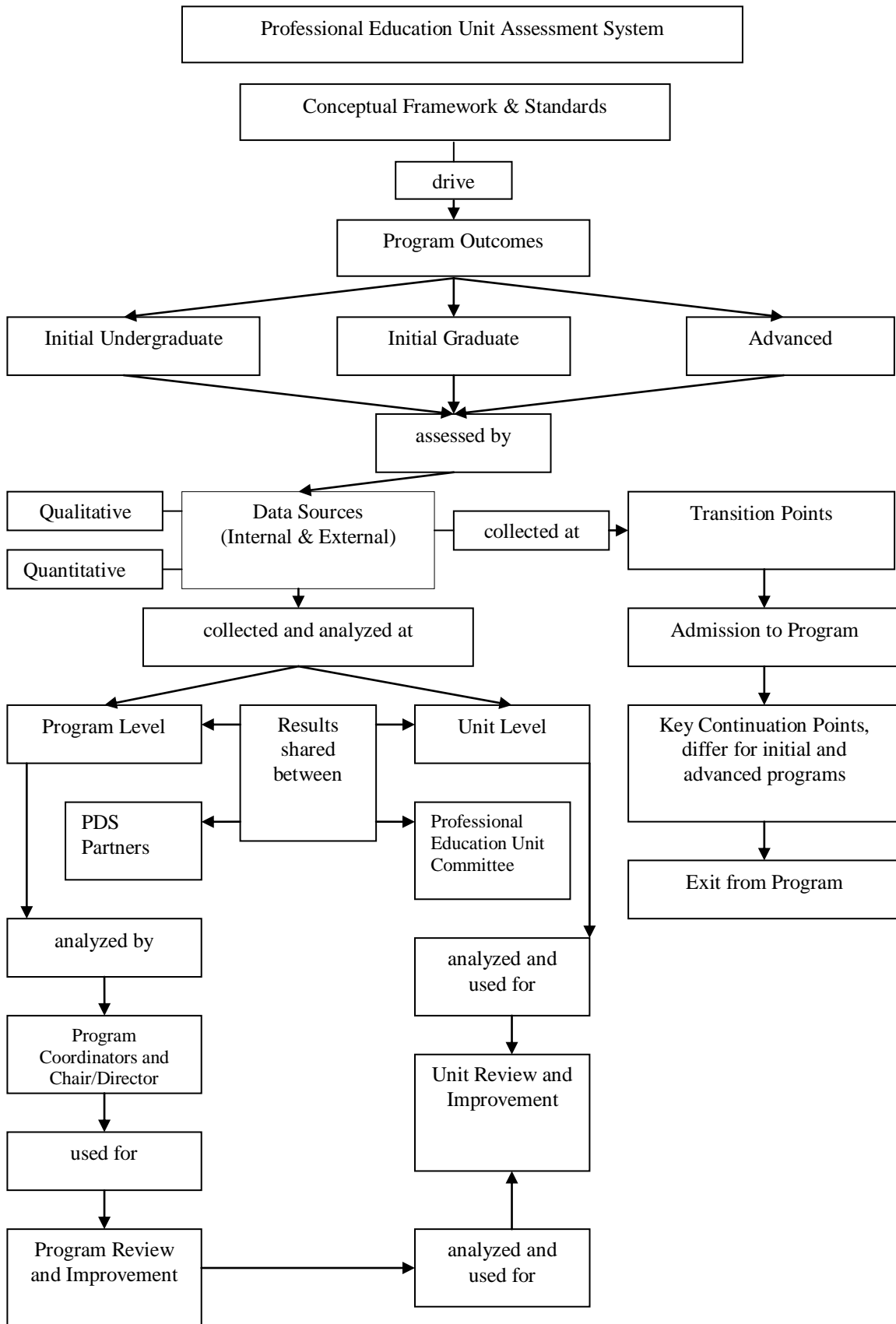
Table 1. Continuous Assessment System: Program and Unit Operations

	Program	Unit
Internal Assessments	<p>Candidate Performance</p> <ul style="list-style-type: none"> • Assessment of Knowledge GPA and Content Major Grades Unit Plan Professional Portfolio items Internship Evaluation items Practicum Evaluation items (graduate) Comprehensive Exams (graduate level) Action Research Paper (graduate level) • Assessment of Skills Professional Portfolio items Internship Evaluation items Practicum Evaluation items (graduate) • Assessment of Dispositions Dispositions and Diversity Inventory Internship Evaluation Items Practicum Evaluation Items (graduate) 	<p>Enrollment/Resources Data</p> <ul style="list-style-type: none"> • Acceptance to PEU • Enrollment Data • Degrees Awarded <p>Recruitment/Retention Data</p> <ul style="list-style-type: none"> • Diversity of Candidates • Retention Rates <p>Faculty Data</p> <ul style="list-style-type: none"> • Characteristics • Diversity of Faculty • Faculty Productivity • Evaluation of Faculty Instruction by Students • Evaluation of Faculty by Chair • Faculty Self-Evaluation • Faculty Peer Evaluations • Intern Evaluations of Mentor Teachers <p>UMES Annual Report Strategic Plan and Evaluations Budget Data Candidate Complaints/Resolution Candidate Exit Evaluation of Unit Resources Student Learning Outcomes Assessment Report (SLOAR) Grant Reports:</p> <ul style="list-style-type: none"> • MHEC; MSDE; NSA • USM; Bank of America
External Assessments	<p>Candidate Performance</p> <ul style="list-style-type: none"> • PRAXIS I/SAT/ACT/GRE • PRAXIS II • Field Experience Evaluation items • Internship Evaluations by P-12 Mentor Teachers • Portfolio Review by P-12 PDS Teachers <p>Specialized Professional Association (SPA) Reports Program Reports</p>	<p>Alumni Feedback Employer Survey Internship Mentor Teacher Evaluations Title II Report TPIP Report NCATE: Part C Management for Results (MFR) USM External Reports MSDE Teacher Staffing Report PEDS Report (AACTE) Accrediting Agencies Maryland State Dept. of Education Middle States NCATE PDS Evaluation PDS Summer Institute Evaluations</p>

(Adapted from system designed by Erskin Dottin, 2001)

Figure 1 (Professional Education Unit Assessment System) indicates how the assessment system is built upon the Unit's conceptual framework and professional program standards. It illustrates how quantitative and qualitative data are collected and analyzed from both internal and external sources at both the program and unit levels and shared among the various constituencies to implement program and unit improvement. There is a continuous loop to ensure that modifications based upon the data made at the program or unit level are actually resulting in the desired changes.

Insert Figure 1 About Here



Transition Points, Common Assessments, and Other Requirements

The Professional Education Unit has identified four transition points for all programs as well as common assessments for each transition point. Candidates must successfully complete one transition phase before moving to the next. The transition points are shown in Table 2.

Table 2: Unit Assessment System: Transition Points and Common Assessments

Initial Under-graduate Programs	Admission	Admission to Internship	Graduation/Exit From Program	Program Follow-up
<p>Secondary Programs</p> <ul style="list-style-type: none"> - Agriculture - Biology - Business - Chemistry - English - Family and Consumer Sciences - Mathematics - Social Studies - Technology Education <p>Specialty Programs</p> <ul style="list-style-type: none"> - Art - Music - Special Education 	<p>Admissions Application Recommendations Personal Interview 45 semester hrs. Min. grade of C in selected courses 2.75 overall GPA English Proficiency Exam 20 hr. Field Experience PRAXIS I or MCAE* Background Check (pending)</p>	<p>Internship Application Internship Interview Recommendations 2.75 overall GPA 2.75 GPA in major with no grade lower than C PRAXIS II Passing Scores Dispositions and Diversity Inventory Transcript Audit Completion of all Courses</p>	<p>Graduation Application 2.75 overall GPA 2.75 GPA in major with Completion of all course requirements Internship Evaluations Portfolio Review Dispositions and Diversity Inventory Exit Survey Transcript Audit</p>	<p>Alumni Survey Employer Survey</p>

Initial Graduate Programs	Admission	Admission to Internship	Graduation/Exit From Program	Program Follow-up
Special Education <i>Secondary – MAT</i> - Agriculture - Art - Biology - Business - Chemistry - English - Music - Family and Consumer Sciences - Mathematics - Social Studies - Technology Education	Admissions Application Three Letters of Recommendation Personal Interview B.S./B.A. degree in Content Area (M.A.T. only) 3.0 GPA or higher in last half of undergraduate program PRAXIS I or MCAE* Background Check (pending)	Internship Application Internship Interview Recommendations 3.0 overall GPA No more than one grade of C (Spec. Ed.) No more than two grades of C (M.A.T.) PRAXIS II Passing Scores Dispositions and Diversity Inventory Transcript Audit Completion of all Courses	Graduation Application 3.0 overall GPA Completion of all course requirements Internship Evaluations Professional Portfolio Review Comprehensive Exam Action Research Paper (Sp. Ed.) or Seminar Paper (M.A.T.) Exit Survey Dispositions and Diversity Inventory Transcript Audit	Alumni Survey Employer Survey
Advanced Programs	Admission	Ongoing Assessment	Graduation/Exit From Program	Program Follow-up
Career and Technology Education Special Education	Admissions Application Three Letters of Recommendation Personal Interview Writing Sample (CTE only) B.S./B.A. degree Teacher Certification 3.0 GPA or higher in last half of undergraduate program Background Check (pending)	Provisional Admits maintain a 3.5 GPA with no more than one grade of C for the first nine hours. Regular Admits maintain 3.0 and no more than 1 C (Sp. Ed.) 2 Cs (CTE) Dispositions and Diversity Inventory	Graduation Application 3.0 overall GPA Completion of all course requirements Professional Portfolio Review Comprehensive Exam Action Research Paper Exit Survey Dispositions and Diversity Inventory Transcript Audit	Alumni Survey Employer Survey
Other School Personnel Programs	Admission	Admission to Practicum	Graduation/Exit From Program	Program Follow-up
School Counseling	Admissions Application Three Letters of Recommendation Personal Interview B.S./B.A. degree	Provisional Admits must maintain a 3.3 GPA with no grade less than C. Regular Admits must maintain a	Graduation Application 3.0 overall GPA Completion of all course requirements Practicum Evaluations	Alumni Survey Employer Survey

	3.0 GPA or higher in last half of undergraduate program Background Check (pending)	3.0 Completion of 30 hr. of course work. Dispositions and Diversity Inventory	Professional Portfolio Review Comprehensive Exam Seminar Paper Exit Survey Dispositions and Diversity Inventory Transcript Audit	
--	---	---	---	--

* Maryland Certification Assessments for Educators (see Appendix B)

Procedures for Monitoring Candidates' Progress

Listed below are the general procedures for moving from one transition point to the next. For specific requirements for admission to each transition point, see the Transition Points, Key Common Assessments, and Other Requirements table.

Transition Point 1: Admission to the Professional Education Program

- 1) Undergraduate candidates submit a completed "Application for Admission to Professional Teacher Education" to the Chair of the Professional Teacher Education Review Committee. Initial graduate candidates submit completed applications (Application for Graduate Admission) to the School of Graduate Studies. Graduate applications are routed to the appropriate Graduate Admissions Committee (Special Education, MAT, School Counseling, Career and Technology Education).
- 2) The appropriate Admissions Committee Chair verifies the completion of all requirements for admission to the program.
- 3) Candidate applications are reviewed by the appropriate program admissions committee and voted upon.
- 4) Letters are sent to the candidate indicating that admission has or has not been approved with a copy to the candidate's advisor and to the Director of Teacher Education.

Transition Point 2: Admission to Internship (Initial Undergraduate and Initial Graduate Candidates)

- 1) The candidate submits a completed "Application for Admission to Internship" to the Director of Field Experiences in the Department of Education.
- 2) The Director of Field Experiences verifies the completion of all requirements for admission to internship.
- 3) The Director of Field Experiences sends a list of all candidates to the Director of Professional Education for final approval.
- 4) The candidate is interviewed by the Teacher Education Review Committee.
- 5) The Director of Teacher Education sends a letter to the candidate indicating acceptance or postponement of the internship and sends a copy of the letter to the candidates' advisors, to the Director of Teacher Education and to the Tk20/Assessment Coordinator.
- 6) The Director of Field Experiences finalizes the internship placement process and notifies the Tk20/Assessment Coordinator so online evaluations can be sent to mentor teachers and university supervisors.

Transition Point 2: Ongoing Assessment (Advanced Candidates: Special Education, Career and Technology Education, School Counseling)

1. The academic advisors of each candidate maintain ongoing monitoring of their advisees' progress. Transition Point 2 occurs at the end of three courses which can be at the end of the first semester or after three semesters since most advanced candidates take only one course per semester.
2. The academic advisor informs the appropriate Program Coordinator and Director of Teacher Education if problems arise.
3. The Program Coordinator sends candidates who are not meeting Transition Point 2 requirements a formal letter setting up a meeting to determine "next steps" which could include remediation and/or dismissal.

Transition Point 3: Graduation/Exit from Program

1. The Academic Advisors complete a Graduation Audit for each candidate and submits it to the Office of the Registrar.
2. The Director of Field Experiences verifies successful completion of all internship requirements (for initial undergraduate and initial graduate candidates only). Results are sent to the Director of Teacher Education and to the appropriate advisors.
3. The candidate submits a completed "Application for Graduation" to the Registrar's office replete with departmental signatures of the advisor and Director of Teacher Education.
4. The Director of Teacher Education submits a list of eligible candidates for licensure to the Office of the Registrar.
5. The candidate submits an Exit Interview on Tk20.

Transition Point 4: Program Follow-up

1. The Assessment Coordinator sends out alumni surveys once every four years. This procedure changed in the Spring 2008 semester to become once every other year to alumni who have graduated within the past two years.
2. The Assessment Coordinator sends out employer surveys once every two years.

Procedures for Monitoring Candidates' Progress

Candidates are formally monitored by their academic advisors on a semester by semester basis to ensure they are meeting all requirements needed to progress from one transition point to the next. All candidates have an advising sheet kept by themselves and by the academic advisor which lists all requirements, dates courses are completed, and the grades earned. Similar advising sheets and transition points are on Tk20; however, the Unit has not yet moved to requiring all faculty and candidates to monitor advancement online.

An additional method used to monitor candidate progress through the Unit is the Candidate Data Tracking System. This system is used to determine how well our candidates, singly and collectively, are progressing through the Professional Education Unit programs. Data are collected on a semester by semester basis on key assessments completed by each candidate.

At the undergraduate level, the following common assessments are compiled:

- Entry GPA
- PRAXIS I composite score
- PRAXIS II scores
- Overall GPA and GPA in major at transitions 2 and 3
- Dispositions and Diversity Inventory
- Unit Plan grades
- Analysis of Classroom Data/Action Research
Field Experience Evaluation (Methods Candidates)
Field Experience Evaluation (Pre-Internship Candidates)
- Professional Portfolio
- Internship Evaluations by Mentor Teacher and University Supervisor

At the initial graduate level for MAT candidates, the following key assessments are compiled:

- Entry GPA
- Content Area GPA
- PRAXIS I composite score
- PRAXIS II scores
- Overall GPA at transitions 2 and 3
- Dispositions and Diversity Inventory
- Methods and Pre-Internship Field Experience Evaluations
- Unit Plan Grades
- Analysis of Classroom Data/Action Research
- Professional Portfolio
- Internship Evaluations by Mentor Teacher and University Supervisor
- Seminar Paper
- Comprehensive Exams

At the initial graduate level for Special Education, the following key assessments are compiled:

- Entry GPA
- PRAXIS I composite score
- PRAXIS II scores
- Overall GPA at transitions 2 and 3
- Dispositions and Diversity Inventory
- Unit Plan Grades
- Analysis of Classroom Data/Action Research
- Field Experience Evaluation (Methods Candidates)
- Field Experience Evaluation (Pre-Internship Candidates)
- Professional Portfolio
- Internship Evaluations by Mentor Teacher and University Supervisor
- Seminar Paper
- Comprehensive Exams

Key assessments collected at the Advanced Programs in Teacher and School Counseling are:

- Entry GPA
- Overall GPA at transitions 2 and 3
- Dispositions and Diversity Inventory
- Unit Plans (excluding School Counseling)
- Professional Portfolio (excluding School Counseling)
- Seminar Paper
- Comprehensive Exam
- Practicum Evaluation by Mentor Counselors

Alignment of Conceptual Framework, Maryland Redesign, and INTASC Principles

Table 3 illustrates how the University of Maryland Eastern Shore Professional Education Unit aligns the conceptual framework, PRIDE with the INTASC Principles and the Maryland Redesign Standards.

Table 3. Alignment of Conceptual Framework, Maryland Redesign, and INTASC Principles

Conceptual Framework	Maryland Redesign	INTASC Principles
The teacher/counselor candidate practices professionalism .	I. Strong Academic Content Background II. School-Based Professional Preparation: Continuing Professional Development	1. Understand the discipline they teach and how to teach it. 2. Know how children learn and develop and can provide learning opportunities that support that development. 9. Continually evaluate their own practice and seek opportunities to grow professionally. 10. Foster relationships with colleagues, parents, and community agencies to support students' learning and well-being.
The teacher/counselor candidate is reflective .	II. School –Based Professional Preparation	7. Plan instruction based on knowledge of subject, students, the community and curriculum goals. 9. Continually evaluate their own practice and seek opportunities to grow professionally.
The teacher/counselor candidate is innovative in his/her instructional techniques and interactions with students.	IV. Linkage with K-12 Priorities: Technology III. Performance Assessment	5. Create environments that encourage positive social interaction, active learning, and self-motivation. 4. Use a variety of instructional strategies to encourage critical thinking problem solving, and performance skills. 8. Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.
The teacher/counselor candidate values diversity .	IV. Linkage with K-12 Priorities: Diversity	3. Understand that children learn differently and adapt their instruction to diverse learners.
The teacher/counselor candidate is effective .	II. School-Based Professional Preparation III. Performance Assessment	2. Know how children learn and develop and can provide learning opportunities that support that development. 4. Use a variety of instructional strategies to encourage critical thinking problem solving, and performance skills. 6. Understand effective communication techniques and use them in the classroom. 8. Use formal and informal assessment strategies to evaluate and insure the continuous development of the learner.

Fairness, Accuracy, Consistency, and Elimination of Bias in Assessments

Assuring fairness, accuracy, consistency, and avoiding bias in measuring candidate performance are ongoing challenges. To ensure fairness of candidate assessment, many measures are in place to provide candidates with the opportunity to acquire the knowledge, skills, and dispositions that are being evaluated and for candidates to understand expected performance criteria and how assessments are scored.

- All candidates, initial and advanced, are informed of requirements for completion of the Professional Education/School Counseling programs at the time of admission to the program when they meet with their Education advisor.
- Program evaluation sheets with all requirements are given to each candidate and are posted on each candidate's Tk20 advising site. Handbooks for Field Placement and Internships are given to each student. A Professional Education Unit Assessment Handbook is on the Tk20 website.
- A standardized format for course syllabi in which performance expectations and grading measures, and course standards are included ensures clarity of course requirements and operations.
- Rubrics are available on Tk20 at the time of an assignment and candidates have access to the rubrics as they complete the assignment. They know what they will be assessed on, what is expected, and the criteria for each proficiency level prior to completing the assignment.
- In each foundation course, there is a discussion of the Unit's conceptual framework and how it fits in with the candidate's program.
- There are opportunities for candidates to remediate gaps in knowledge and/or skills. For example, field experience competencies and comprehensive exams can be resubmitted for second reviews if not passed the first time.

To ensure accuracy of assessments, the assessments have been carefully aligned with program outcomes and/or professional standards. For example, internship evaluations directly assess INTASC principles as well as NCATE Standards and the Unit Conceptual Framework. Course objectives have been aligned with program specific professional standards on all course syllabi. New assessments are piloted and the results analyzed to determine if revisions are necessary.

To ensure consistency and dependability, unit-wide assessments are reviewed and approved by The Professional Education Unit Council (PEUC). Assessments, such as the Internship Evaluation, Professional Portfolio Rubric and the Dispositions and Diversity Inventory, are aligned with research results and discussed in depth by PEUC members prior to being instituted.

- Discussions between mentor teachers and university supervisors address the issues of fairness, accuracy, consistency and avoidance of bias at the start of each semester during the internship orientation.

- Whenever possible, data are triangulated to ensure validity and reliability. The Dispositions and Diversity Inventory is completed each semester by the candidate and each of the candidate's instructors.
- The Professional Portfolio is evaluated by a minimum of one campus instructor and two mentor teachers from the local school system.
- Likewise, Internship Evaluations are completed by both the Mentor Teacher and the University Supervisor and the interns are asked to also complete the evaluation. Interrater reliability of internship evaluations and portfolio assessment is looked at informally rather than statistically as the number of candidates is small.

To avoid bias in assessment processes and procedures, there are several policies in effect.

- Statements of non-discrimination are included in University policies and procedures required of all faculty.
- Due process procedures are available for candidates at the University, Unit, and Program level. There is also an appeals process (due process) for candidates who disagree with assessments (see Appendix B: Candidate Formal Appeals/Complaint Form).
- Instructors provide assessment accommodations for candidates registered with the Office of Disabled Student Services.
- Comprehensive examinations are scored blind by multiple raters.

Multiple measures of candidates at transition points also help to guarantee fairness, accuracy, consistency and avoidance of bias. These include entrance criteria, performance based evaluation of course and field experiences, course assignments with rubrics, exit criteria, and employers' evaluation of alumni performance.

Use of Information Technology in Assessment

Assessment data are collected, stored, and analyzed in several technology systems: the University of Maryland Eastern Shore PeopleSoft data base, Tk20 assessment system, and the Office of Institutional Research data base.

The Unit uses UMES's Student Information System, PeopleSoft, for institutional and candidate data such as GPA, transcript data, and diversity information. Additional information on data for counselor sites, school sites, teacher qualifications, and diversity are gathered from the Maryland State Report Card.

Tk20 CampusTools Higher Education is an electronic program that: 1) offers one central location to manage all courses, 2) allows the University of Maryland Eastern Shore Professional Education Unit to do data aggregation and disaggregation to determine how well the candidates, programs and unit are functioning, and 3) facilitates communication between the Professional Education Unit and its Professional Development School partners. The Unit uses Campus Tools Higher Education (Tk20) to maintain data on its initial and advanced candidates and to provide data for SPA reports. Candidates submit major course assignments through Tk20. Additionally, candidates complete the Dispositions and Diversity Inventory (DDI), Exit Interview, Evaluations of Mentor Teachers and University Supervisors, and Professional Portfolios on Tk20. Mentor Teachers and University Supervisors submit internship evaluations to Tk20 online. Advising information is similarly stored on Tk20. Excel spreadsheets and Access data bases are used for data such as Alumni and Employer surveys and field experience/pre-internship experiences.

Procedures for Data Collection, Aggregation, Disaggregation, Analysis, Dissemination and Use of Assessments

There is a systematic ongoing review of data in the assessment system. Currently most data are summarized and analyzed at the end of each academic year (Internship Evaluations, Exit Interviews, Professional Portfolios) and presented at an extended PEUC meeting prior to the start of the school year. GPAs are analyzed each semester as are PRAXIS scores. Individual candidate data are analyzed by the academic advisors each semester.

The processes and timeline used by the Unit to collect, summarize and analyze data are displayed in Table 4. The Unit collects most candidate and program data on an ongoing basis through the CampusTools HigherEd (Tk20) assessment system. Assignments are posted and graded online. Data are collected each semester a course is offered and are summarized and analyzed at the end of the academic year. Unit data from common assessments are aggregated for the unit and disaggregated for each program using Tk20. Other data such as initial Field Experience/Pre-Internship Evaluations, Alumni Surveys, and Employer Surveys are collected, summarized, and analyzed by spreadsheets and/or data bases. Additionally, formative assessment data are gathered through a reflective conversations process whenever problems arise. For example, the PDS Coordinator routinely receives feedback on intern performance when on site visits.

The Unit Tk20 Assessment Coordinator is responsible for summarizing and analyzing Unit data. Initial screening is done by the PDS Coordinator, Field Experience Director, and Program Coordinators. Data, such as grade point averages, comprehensive examinations and portfolios, are analyzed by each program coordinator and reported to the Assessment Coordinator and Director of Teacher Education.

Table 4. Data Collection, Analysis and Evaluation

Type of Assessment	When Collected	Who Collects Data	How Data Are Collected	Who Summarizes and Analyzes Data	What Format Is Used to Collect and Summarize Data	How Often Are Data Summarized and Analyzed
Grade Point Averages (overall and in major)	End of semester	Instructors	PeopleSoft SIS	Academic Advisors	Tables	Every semester
Internship Evaluation	4 times each semester	Tk20/Assessment Coordinator	Tk20	Assessment Coordinator	Tables	Every semester
Exit Survey	End of semester	Tk20/Assessment Coordinator	Tk20	Assessment Coordinator	Tables	Annually
PRAXIS/MCAE data	Ongoing	PRAXIS Coordinator	Paper, Manually entered into Tk20	PRAXIS Coordinator	Tables	Every Semester
Major Course Assignments	Ongoing	Faculty	Tk20	Faculty	Tables	Annually
Professional Portfolios	End of semester (two reviews)	Seminar Instructor Review Team	Tk20	Assessment Coordinator	Tables	Annually
Mentor Teacher Evaluations by Interns	End of semester	Tk20/Assessment Coordinator	Tk20	Assessment Coordinator	Tables	Every Semester
University Supervisor Evaluations by Interns	End of semester	Tk20/Assessment Coordinator	Tk20	Assessment Coordinator	Tables	Every Semester
Alumni Surveys	Every two years	Assessment Coordinator	Paper	Assessment Coordinator	Tables/Graphs Excel Spread Sheet	Every two years
Employer Surveys	Every two years	Assessment Coordinator	Paper	Assessment Coordinator	Tables/Graphs Excel Spread Sheet	Every two years
Field Experience/Pre-internship Evaluations	End of semester	Director of Field Experiences	Paper	Assessment Coordinator	Excel Spread Sheets, Access data bases	Annually
Dispositions and Diversity Inventory	Ongoing	Tk20/Assessment Coordinator	Tk20	Assessment Coordinator	Table	Annually or as needed

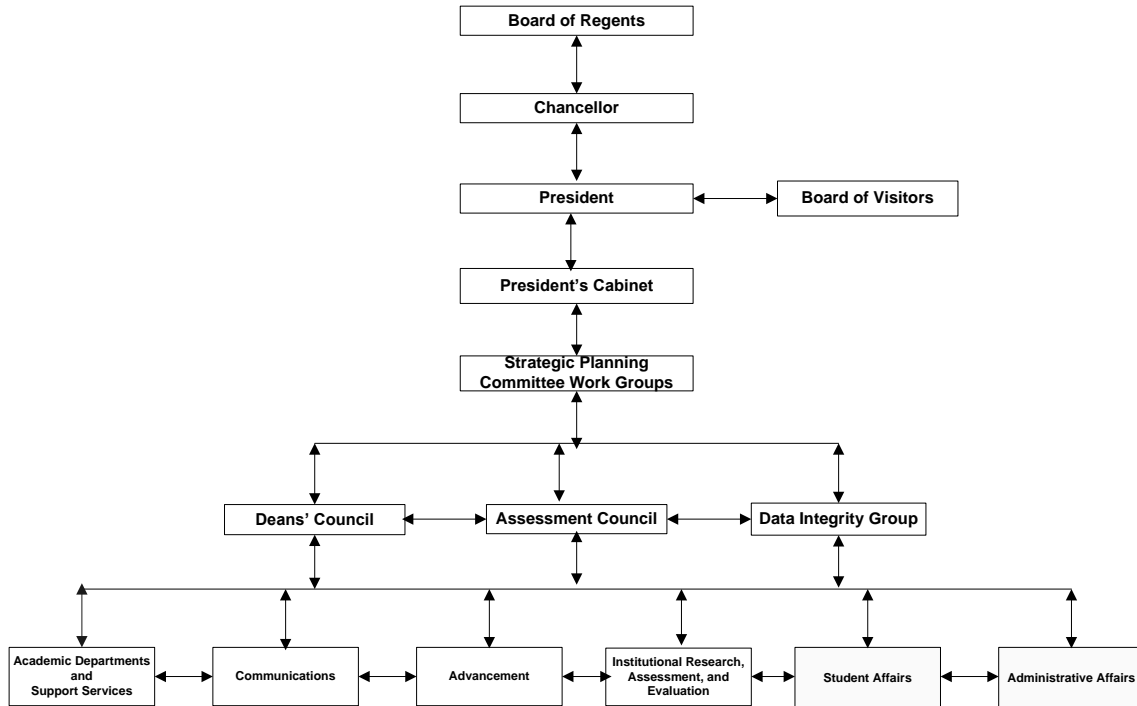
Type of Assessment	When Collected	Who Collects Data	How Data Are Collected	Who Summarizes and Analyzes Data	What Format Is Used to Collect and Summarize Data	How Often Are Data Summarized and Analyzed
Practicum Evaluation	Twice a Semester	Program Coordinator	Paper Format	Program Coordinator	Table/Charts	Annually
Action Research/Seminar Papers	End of Semester	Research and Seminar Instructors	Paper Format	Research and Seminar Instructors	Table	Annually
Interview Data: Admission to Program	Ongoing	Admissions Committees	Paper/Oral	Admissions Committees	Table	Annually
Interview Data: Admission to Internship/Practicum	End of Semester	Admission to Internship Committee	Paper/Oral	Admission to Internship Committee	Table	Every Semester
Teacher Education Application	Ongoing	Admissions Committees	Paper	Admissions Committee Director	Table	Every Semester
Graduate Applications	Ongoing	Admissions Committee	Paper	Admissions Committee Director	Table	Every Semester
Content Audits	End of Semester	Academic Advisors	Paper/Tk20	Academic Advisors	Table	Every Semester
Transcript Data	End of Semester	Academic Advisors	PeopleSoft	Academic Advisors	Transcript	Every Semester
Comprehensive Examinations	Every Semester	Program Coordinators	Paper	Program Coordinators	Table	Every Semester
Specialized Professional Association (SPA) Reports	Ongoing	Program Coordinators	Tk20, Paper, PeopleSoft	Assessment Coordinator, Program Coordinators	AIMS System	Every Fifth Year
Program Reports	Ongoing	Program Coordinators	Tk20, Paper, PeopleSoft	Assessment Coordinator, Program Coordinators	AIMS System	Every Fifth Year
Demographic Data	As Needed	Director of Institutional Research, Program Coordinators	PeopleSoft	Director of Institutional Research, Program Coordinators	Excel	Every Semester

Type of Assessment	When Collected	Who Collects Data	How Data Are Collected	Who Summarizes and Analyzes Data	What Format Is Used to Collect and Summarize Data	How Often Are Data Summarized and Analyzed
Evaluation of Faculty by Chair	Every Semester	Faculty	Paper – Faculty Self-Evaluation	Department Chair	Paper	Annually
Evaluation of Faculty by Students	Every Semester	Institutional Research	Online PeopleSoft	Institutional Research	Online Template	Every Semester
Faculty Peer Evaluations	Annually	Faculty	Paper	Department Chair	Paper	Annually
Student Learning Outcomes Assessment Report (SLOAR)	Annually	University Assessment Committee Representative	Template	Departmental Representative, Institutional Research Director	Template	Annually
Grants Reports:	Ongoing	Principle Investigator	Multiple Measures	Project Evaluators	Varies by Agency	Interim and Final Reports
UMES Annual Report	Annually	Department Chair/Director of Professional Education	Paper	Department Chair/Director of Professional Education	Computerized Template	Annually
Title II Report	Annually	Department Chair/Director of Professional Education, PRAXIS Coordinator	Excel	ETS, Department Chair/Director of Professional Education, PRAXIS Coordinator	Computerized Template	Annually
TPIP Report	Annually	Department Chair/Director of Professional Education, PDS Coordinator, Field Experience Director	Computerized Template	MSDE, PDS Coordinator, Field Experience Director	Computerized Template	Annually
NCATE: Part C	Annually	Department Chair/Director of Professional Education	Paper	NCATE	AIMS System	Annually

Type of Assessment	When Collected	Who Collects Data	How Data Are Collected	Who Summarizes and Analyzes Data	What Format Is Used to Collect and Summarize Data	How Often Are Data Summarized and Analyzed
Management for Results (MFR)	Annually	Department Chair/Director of Professional Education, PRAXIS Coordinator	Paper	Department Chair/Director of Professional Education, PRAXIS Coordinator	Computerized Template	Annually
USM External Reports	Ongoing	Department Chair/Director of Professional Education	Existing Reports, PeopleSoft	Department Chair/Director of Professional Education	Template	Every Five Years
MSDE Teacher Staffing Report	Annually	Department Chair/Director of Professional Education	Existing Reports	MSDE Department Chair/Director of Professional Education	Excel	Annually
PEDS Report (AACTE)	Annually	Department Chair/Director of Professional Education	PeopleSoft, UMES Budget Base	Department Chair/Director of Professional Education	Computerized Template	Annually
Professional Development School (PDS) Summer Institute Evaluations	Annually	PDS Coordinator	Paper	PDS Coordinator	Excel	Annually
Professional Development School (PDS) Evaluations	Annually	PDS Coordinator	Paper	PDS Coordinator	Excel	Annually

Data are summarized and analyzed in written reports and tables and presented to the Director of Teacher Education who then shares the results with the PEUC members. Based upon data results, program and/or unit modifications are initiated. The Unit also submits annual data to an University-wide assessment system, Student Learning Outcomes and Results (SLOAR).

Figure 2: UMES Assessment of Student Learning Outcomes Communication Process



Unit-wide Common Assessments

Common Assessments which cut across all initial undergraduate, initial graduate, and advanced programs on a unit-wide basis are described below.

Internship Evaluation

The Internship Evaluation as well as many other common evaluations is developed to take into account the conceptual framework, PRIDE, as well as the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles and the National Council for the Accreditation of Teacher Education (NCATE) Standards. The evaluation form is divided into sections representing each of the ten INTASC Principles and each item aligns with specific components from the conceptual framework and the NCATE Standards. Thus, the evaluations can be aggregated and disaggregated to determine how candidates are meeting specific standards.

Scoring of the Internship Evaluation is done on a four point scale: Exceptional/Outstanding, Competent/Proficient, Beginning/Basic, and Unsatisfactory. There is additional space provided for extended comments. Both a midterm and a final evaluation are completed by the mentor teacher and the university supervisor and submitted to Tk20 for each of the two internship experiences. A copy of the Internship Evaluation form can be found in Appendix C.

Field Experience/Pre-internship Field Evaluation

The Field Experience/Pre-internship Field Evaluation also reflects the unit conceptual framework as well as NCATE Standards. It is an 18 item form that is scored on a 4 point scale: Exceptional/Outstanding; Competent/Proficient; Beginning/Basic and Unsatisfactory. This evaluation is completed by the Mentor Teacher as prospective candidates and candidates complete their field experiences prior to internship. A copy of the Field Experience/Pre-internship Field Evaluation form can be found in Appendix D.

Dispositions and Diversity Inventory (DDI)

The Dispositions and Diversity Inventory (DDI) was piloted in the Fall 2007 and Spring 2008 semesters. It was created to help identify candidates who might need support in developing the needed dispositions and attitudes for becoming a successful teacher/counselor or who might need to be counseled out of the field. The inventory which is scored on a three point scale: target, developing and unsatisfactory, looks at the following attributes:

- Attendance
- Punctuality
- Professional Appearance
- Professional Demeanor
- Task Completion
- Initiative
- Fairness/Lack of Bias
- Effective Oral Communication

- Effective Written Communication
- Effective Interpersonal Communication
- Legal/Ethical Conduct
- Social Justice
- Commitment to Professional Development
- Commitment to Improving Professional Performance

The DDI is accessed on Tk20. Candidates complete a DDI in each course once a semester. Faculty complete a minimum of one DDI on each candidate in their course. Mentor teachers and university supervisors also complete a DDI on each intern. A copy of the DDI is in Appendix E.

Unit Plan. Candidates are required to submit an Instructional Unit Plan during each of their two internships that is reviewed by the senior seminar instructor, the mentor teacher, and the university supervisor. This assignment enables teacher candidates to demonstrate their ability to plan appropriate instruction, carry out the plan, and assess the outcomes as well as reflect on the overall process. The developmentally appropriate unit plan is aligned with professional program standards. The Unit Plan assignment and rubric is presented in Appendix F.

Professional Portfolio

Each candidate completes a Professional Portfolio as one of the requirements for graduation. Much like the internship evaluation, the Professional Portfolio is divided into the ten INTASC Principles plus a section on Impact on Student Learning. It is further aligned with the professional standards of the appropriate SPAs.

- Content Knowledge
- Characteristics of Learners
- Learner Diversity
- Instructional Strategies
- Learning Environment
- Communication
- Planning for Instruction
- Assessment
- Reflective Practice
- Community
- Impact on Student Learning

Artifacts that must be included in the portfolio are:

- Internship Evaluations
- Action Research Paper
- Reflection Papers
- Lesson/Unit Plans
- Classroom Management Plan
- Diversity Plan

- Teaching Video with Self-Reflections
- Assessment Plan
- Evidence of Impact on Student Learning
- Teacher-Made Assessments
- Philosophy of Education

The portfolio is scored using a three point rubric: Target, Developing and Unacceptable or Missing. University faculty and Professional Development School educators collaboratively evaluate candidate portfolios to triangulate data during several portfolio evenings where they gather in small groups with a single intern to discuss and evaluate the intern’s portfolio. The Professional Portfolio rubric is presented in Appendix G.

The Professional Portfolio for Advanced Special Education candidates is aligned to the National Board for Professional Teaching Standards (NBPTS, 2007 Draft Standards). See Appendix H.

Grade Point Average. Students in Education at the University of Maryland Eastern Shore demonstrate their content preparation through course work in their major along with general education. When students enter the University of Maryland Eastern Shore, they self-declare into majors. After 45 semester hours of General Education courses, students may apply for candidate status. Among requirements for candidate status are passing scores on PRAXIS I and a grade point average (GPA) of no less than 2.75 with no grades less than C in specified courses. Once admitted to candidacy, teacher candidates must maintain a GPA of no less than 2.75 throughout their program. They must also maintain the 2.75 within their major and are allowed no grade lower than C. The academic achievement of an undergraduate student at the University of Maryland Eastern Shore for specific courses is rated as follows:

Letter Grade (percentage)	----	Quality Points Per Hour
A	(90 – 100)	4.0
B	(80 - 89)	3.0
C	(70 - 79)	2.0
D	(60 - 69)	1.0
F	(below 60)	0.0

Once admitted to candidacy at the initial and/or advanced graduate level, teacher candidates must maintain a GPA of no less than 3.0 throughout their program.

The academic achievement of a graduate student at the University of Maryland Eastern Shore for specific courses is rated as follows:

Letter Grade (percentage)	----	Quality Points Per Hour
A	(90 – 100)	4.0
B	(80 - 89)	3.0
C	(70 - 79)	2.0
D	(60 – 69)	0.0
F	(below 60)	0.0

PRAXIS II. All Maryland teacher candidates are required to take and pass the PRAXIS II if tests are offered in their major. They are required to pass using the State cut-off scores or the State composite score prior to entry into internship during their senior year.

Mentor Teacher Evaluation. At the end of each internship experience, interns complete an evaluation of the mentor teacher. This assessment is a 14 item evaluation that is scored on a five point Likert Scale. Items range from Strongly Agree to Strongly Disagree. Among the items mentor teachers are evaluated on are the intern's perception of how well the mentor teacher modeled appropriate behaviors and how well they communicated with the intern. The Mentor Teacher Evaluation is in Appendix I.

University Supervisor Evaluation. At the end of each internship experience, interns also complete an evaluation of the university supervisor. This assessment is a 16 item evaluation that is scored on a five point Likert Scale. Items range from Strongly Agree to Strongly Disagree. This instrument measures the interns' perceptions of how supportive their university supervisors were during the intern experience. The University Supervisor Evaluation is presented in Appendix J.

Exit Interview. The Exit Survey completed by candidates when they graduate provides the Unit with information on the overall quality of the program as well as specific information on topics such as quality of teaching, quality of field experiences, and overall preparedness to enter the professional field. The Exit Survey will be undergoing a revision during the Spring 2009 semester. See Appendix K for a copy of the survey.

Alumni Survey. The Alumni Survey, which asks for alumni opinions about their experiences in the Unit, is sent out every two years. It was revised during the Fall 2007 semester to reflect counselor as well as teacher responses. In addition to an extensive biodata section, the survey was aligned with Unit's conceptual framework (PRIDE). Thirty-nine questions were developed around the components of Professionalism, Reflection, Innovative, Diversity and Dispositions, and Effectiveness. An additional 13 items related to course work the alumni took while in the program, while three items related to overall impression of the Professional Education Program.

The items aligned with the conceptual framework are rated on a five point scale from Strongly Agree to Strongly Disagree. The scale for the items related to course work was also on a one to five rating from Very Well to Not Well. The three items related to overall impression of the program were also rated on a three point scale: Very Well, Moderately Well and Not Well. There was also a free response section.

Because of low response rates, the alumni survey will be sent out every other year to the graduates of the past two years. This will hopefully ensure more accurate addresses and a greater response rate. The Alumni Survey is presented in Appendix L.

Employer Survey. Two employer surveys, one for teacher education candidates and one for School Counselors were designed to reflect the Unit's conceptual framework (PRIDE). Questions were developed around the components of Professionalism, Reflection, Innovative,

Diversity and Dispositions, and Effectiveness as well as two additional components: Research and Best Practices and Content and Counseling (Counselors) or Content and Pedagogy (Teachers). Items were rated on a scale of one to three: Below Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). Additionally there was an Unable to Rate/Not Applicable category and an Additional Comments section. Employer Surveys are sent out once every two years. Their purpose is to determine how well the Unit's graduates perform on the job relative to their peers. See samples in Appendix M.

Comprehensive Examinations. All master's level candidates must take and pass a three hour written examination as one of the capstone requirements for the M.Ed. degree in Special Education. This exam consisting of three essay questions on topics pertinent to the major is administered toward the end of the candidates' program. The rubric for the Special Education comprehensive exams is shown in Appendix N. Rubrics for the other programs are similar.

Seminar Paper/Action Research. The seminar paper is the capstone requirement for the Master's program in all Professional Education programs. Actual requirements vary from program to program. Using Special Education as an example, the candidates are required to teach a research-based learning strategy to a student who has a disability, track the child's reading skill progress using Curriculum-Based Measurement, and modify instruction on the basis of that tracking data. The candidates then write a formal action research paper including literature review that reports the data gathered and interventions modified when teaching the learning strategy. Data gathered is summarized both in text and graphs.

Faculty Peer Teaching Evaluation. Professional Education faculty are requested to observe a minimum of two colleagues during the academic year. This allows for an interchange of faculty ideas and helps to strengthen the quality of teaching. A rubric is completed on the observed faculty member and the pair discuss the results and suggestions for change. The rubric for the Faculty Peer Teaching Evaluation is illustrated in Appendix O.

Practicum Evaluation. This form is used to structure an evaluation conference between school counseling practicum candidates, the on-site supervisors, and the university supervisor at the end of each semester. The on-site supervisor completes the evaluation and returns it to the university. The practicum evaluation is shown in Appendix P.

Candidate Professional Education Interview Protocols. All students applying for initial and/or advanced professional education programs must complete a personal interview with members of the Teacher Education Review Committee. Sample interview protocols are shown in Appendix Q.

Candidate Professional Education Interview Protocols (Undergraduate). All undergraduate students applying for initial professional education programs must complete a personal interview with members of the Teacher Education Review Committee. Sample interview protocols are shown in Appendix R.

Appendices

Appendix A: Maryland Certification Assessments for Educators (MCAE)

In place of PRAXIS I, MD will accept the following options from candidates:

- SAT taken after 2005, math and critical reading composite score of 1100;
- SAT taken between 4/95 and 2005, math and verbal composite score of 1100;
- SAT taken prior to 4/95, math and verbal composite score of 1000;
- ACT composite score of 24;
- GRE math and verbal composite score of 1000.

NOTE: The SAT composite score is the sum of math and verbal (not writing); the ACT composite score is the average of 4 tests with scores that range from 1-36: English, mathematics, reading and science reasoning (not writing).

Appendix B: Candidate Formal Appeals/Complaint Form

TEACHER EDUCATION CANDIDATE FORMAL APPEALS/COMPLAINT FORM

Candidate Name: _____ Date: _____

Nature of Appeal/Complaint—describe the nature of your concern in the space provided below.

If your concern involves an Education Department faculty member, have you met with that individual to communicate the nature of your concern? YES or NO (circle one)

If YES, please indicate the date and nature of this interaction.

DATE: _____-Description of interaction:

If NO, please provide an explanation for why you did not meet with the faculty member.

NOTES:

Education Department Chairperson Signature/Date: _____

Candidate Signature/Date: _____

Appendix C: Internship Evaluation

Please use this form to evaluate your teacher intern's final progress during their second internship experience.

Student Teacher Intern Evaluation

The Teacher Intern Evaluation Form is based on the conceptual framework for the Professional Education Unit's Program at the University of Maryland Eastern Shore and the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles of Model Standards for Beginning Teacher Licensing and Development.

It was developed for use by the University Supervisor as well as the Cooperating Classroom Teacher. Teacher Interns will also find it helpful for self-evaluation. The conceptual framework is presented below.

The University of Maryland Eastern Shore Professional Education Unit prepares professionals who are reflective, innovative, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning.

Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various education, social and cultural environments. Finally, our candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

Using the following rating scale, please rate the teacher intern on the following items. Your input is important.

Rating Scale for Levels of Performance

- **4 Exceptional/Outstanding**
The teacher intern demonstrates thorough understanding of the concepts within the component and skill implementation well beyond what is expected of a student intern. Students within their classroom appear to be highly motivated and involved in their own learning.
- **3 Competent/Proficient** The teacher intern demonstrates good understanding of the concepts within the component and is able to implement them on a regular basis. Students within their classroom appear to be active and involved in the learning process.
- **2 Beginning/Basic**
The teacher intern demonstrates beginning understanding of the concepts within the component and is intermittently successful in implementing them. The intern still needs guidance and practice in this area.
- **1 Unsatisfactory**
The teacher intern demonstrates little or no understanding of the concepts within the component. The intern needs a great deal of guidance and practice in this area.
- **Not Observed**
Write NO if you have not yet had the opportunity to observe the particular area indicated.
- **Not Applicable**
Write NA if this behavior does not apply to this experience.

Principle 1: The teacher intern understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Performance Based Evidence and Comments:

4 3 2 1 NO NA

1. The teacher intern has a thorough knowledge of the content being taught and articulates that to his/her students. (Effective/Knowledge, Skills)

2. The teacher intern connects the content being taught to other subjects the students are studying and/or to experiences they have encountered. (Innovative/Knowledge, Skills)

3. The teacher intern presents a variety of perspectives when teaching subject matter. (Innovative, Diversity/Knowledge, Skills)

4. The teacher intern presents information in such a way that challenges students to think critically (Effective/Knowledge, Skills)

Principle 2: The teacher intern understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. Performance Based Evidence and Comments:

4 3 2 1 NO NA

5. The teacher intern formally or informally pretests students to determine their knowledge and skill levels. (Professional, Innovative, Effective/Knowledge, Skills)

6. The teacher intern helps tie new materials to students' prior knowledge in such a way that students see relevant connections. (Innovative/Knowledge, Skills)

7. The teacher intern instructs at a variety of levels to take into account developmental differences of students. (Innovative/Knowledge, Skills, Dispositions)

Principle 3: The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Performance Based Evidence and Comments:

4 3 2 1 NO NA

8. The teacher intern adapts instruction when necessary (goal expectations, time allocation, response mode, etc.) to meet the academic needs of individual students. (Diversity, Effective/ Knowledge, Skills)

9. The teacher intern takes into account different learning styles of the students by using multiple teaching strategies. (Diversity, Effective/ Knowledge, Skills)

10. The teacher intern provides appropriate instructional opportunities for students from the high (gifted) to low (low-achieving) end of the academic spectrum. (Diversity, Effective/ Knowledge, Skills)

Principle 4: The teacher intern understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Performance Based Evidence and Comments:

4 3 2 1 NO NA

11. The teacher intern develops written plans that take into account a variety of student outcomes. (Effective/Skills)

12. The teacher intern uses a variety of appropriate teaching strategies (e.g., cooperative learning, direct instruction, discovery learning, demonstration, simulation, independent study, and student research). (Effective/ Knowledge, Skills)

13. The teacher intern uses a variety of instructional strategies that allow for critical thinking and problem solving. (Innovative, Effective/Skills)

14. The teacher intern makes students actively involved through a variety of instructional strategies. (Effective/Skills)

15. The teacher intern makes appropriate use of media/technology in his/her teaching. (Innovative, Effective/Skills)

Principle 5: The teacher intern uses an understanding of individual and group motivation and

behavior to create a learning environment that encourages positive social interaction in the classroom.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
16. The teacher intern manages transitions smoothly from one activity to another with little loss of time. (Effective/Skills, Diversity)						
17. The teacher intern demonstrates the ability to pace instruction to meet the needs of all students within the classroom. (Effective/Skills, Diversity)						
18. The teacher intern gives direction appropriate for carrying out instructional activities and uses concrete examples and modeling. (Effective/Knowledge, Skills)						
19. The teacher intern gives clear directions. (Professional, Effective/Skills, Diversity)						
20. The teacher intern has all resources and materials ready when needed. (Effective/Skills, Diversity)						
21. The teacher intern performs non-instructional duties (attendance, hall duty, etc.) in a professional and competent manner. (Professional/Dispositions)						
22. The teacher intern establishes clear expectations for student behavior and students are aware of these expectations. (Professional/Dispositions)						
23. The teacher intern consistently monitors student behavior to prevent misbehaviors and to reinforce appropriate behaviors. (Professional/Dispositions)						
24. The teacher intern responds to student misbehavior in a fair and consistent manner. (Professional/Dispositions)						
25. The teacher intern uses instructional time effectively and maintains a smoothly running classroom free of unnecessary distractions. (Professional, Effective, Innovative/Skills)						
26. The teacher intern organizes and manages a classroom using approaches supported by student learning needs, research, and best practices. (Reflective, Effective/Knowledge, Skills)						
27. The teacher intern establishes and teaches efficient routines for procedural tasks. (Effective/Knowledge, Skills)						
28. The teacher intern practices effective classroom management that promotes cooperation and learning. (Effective/Knowledge, Skills)						
29. The teacher intern provides a safe environment conducive to learning for all students. (Effective/Knowledge, Skills)						

Principle 6: The teacher intern uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Based Evidence and Comments:

	4	3	2	1	NO	NA
30. The teacher intern demonstrates appropriate oral language skills. (Professional/Skills)						
31. The teacher intern demonstrates appropriate written language skills. (Professional/Skills)						
32. The teacher intern uses a variety of questions and levels of questions to stimulate students to expand on or support their responses. (Effective/Skills)						
33. The teacher intern uses a variety of questions to engage students in original, creative, and evaluative thinking. (Innovative, Effective/ Knowledge, Skills)						
34. Teacher intern gets students actively involved in class discussions making certain that all students have an opportunity to participate. (Effective/Skills)						

Appendix D:

UNIVERSITY OF MARYLAND EASTERN SHORE PROFESSIONAL EDUCATION UNIT FIELD EXPERIENCE/PRE-INTERNSHIP EVALUATION

The Field Experience Evaluation form is based on the conceptual framework for the Professional Education Unit's Program at the University of Maryland Eastern Shore and the Interstate New Teacher Assessment and Support Consortium (INTASC) Principles of Model Standards for Beginning Teacher Licensing and Development. **It was developed for use by the Cooperating Classroom Teacher. Teacher Candidates will also find it helpful for self-evaluation.** The conceptual framework is presented below.

The University of Maryland Eastern Shore Professional Education Unit prepares professionals who are reflective, innovative, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers on understanding and interacting with individuals in various education, social and cultural environments. Finally, our candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

Using the following rating scale, please rate the teacher candidate on the following items. Your input is important.

Rating Scale for Levels of Performance

4 Exceptional/Outstanding

The teacher candidate demonstrates thorough understanding of the concepts within the component and skill implementation well beyond what is expected of a student candidate. Students within their classroom appear to be highly motivated and involved in their own learning.

3 Competent/Proficient

The teacher candidate demonstrates good understanding of the concepts within the component and is able to implement them on a regular basis. Students within their classroom appear to be active and involved in the learning process.

2 Beginning/Basic

The teacher candidate demonstrates beginning understanding of the concepts within the component and is intermittently successful in implementing them. The candidate still needs guidance and practice in this area.

1 Unsatisfactory

The teacher candidate demonstrates little or no understanding of the concepts within the component. The candidate needs a great deal of guidance and practice in this area.

Not Observed

Write **NO** if you have not yet had the opportunity to observe the particular area indicated.

Not Applicable

Write **NA** if this behavior does not apply to this experience.

*** The following statements/principles reflect components of the conceptual framework as well as reflections of the candidates' knowledge, skills and dispositions. The corresponding conceptual framework component (professional, reflective, innovative, value diversity, effective) and knowledge, skill, or disposition is listed in parentheses.**

4 = Exceptional/Outstanding 3 = Competent/Proficient 2 = Beginning/Basic 1 = Unsatisfactory
NO = Not Observed NA = Not Applicable

-
- ___ 1. Demonstrates working knowledge of the subject being taught. (*Reflective, Effective/Knowledge, Skills, Dispositions*)
 - ___ 2. Demonstrates a working knowledge of teaching strategies when asked to perform selected teaching activities. (*Reflective, Effective/Knowledge, Skills, Dispositions*)
 - ___ 3. Is cooperative in carrying out selected tasks for the teacher. (*Professional, Innovative/ Knowledge, Skills, Dispositions*)
 - ___ 4. Uses correct and appropriate written communication. (*Professional, Reflective/ Knowledge, Skills, Dispositions*)
 - ___ 5. Uses correct and appropriate oral communication. (*Professional, Reflective/ Knowledge, Skills, Dispositions*)
 - ___ 6. Uses language that is appropriate to students' grade and developmental level. (*Professional, Diversity, Effective/Knowledge, Skills, Dispositions*)
 - ___ 7. Shows enthusiasm for teaching. (*Professional, Reflective/ Dispositions*)
 - ___ 8. Assists students who need extra help. (*Professional, Diversity, Effective/Skills, Dispositions*)
 - ___ 9. Is punctual. (*Professional/ Dispositions*)
 - ___ 10. Completes teacher assigned tasks in a timely manner. (*Professional, Effective/Dispositions*)
 - ___ 11. Dresses appropriately for a teaching setting. (*Professional/Dispositions*)
 - ___ 12. Conducts self in a professional manner with students, teachers, and other school personnel. (*Professional, Diversity/ Dispositions*)
 - ___ 13. Demonstrates initiative by identifying tasks that need to be done and by completing them. (*Professional, Innovative, Effective/Dispositions*)
 - ___ 14. Demonstrates ability to maintain control of classroom when given the opportunity to perform selected activities. (*Professional, Innovative, Diversity, Effective /Knowledge, Skills, Dispositions*)
 - ___ 15. Meets attendance requirements. (*Professional/Dispositions*)

- ____ 16. Reflects upon activities and suggests changes/adaptations for the future.
(Reflective/Dispositions)

- ____ 17. Communicates effectively with cooperating teacher. *(Professional, Reflective/ Knowledge, Skills, Dispositions)*

Appendix E: Dispositions and Diversity Inventory (DDI)

Dispositions and Diversity Inventory (DDI)

Assessment of Professional Education Candidate Dispositions and Cultural Competence Proficiencies

Developing as a professional in dispositions and cultural competence proficiencies are an important determinant of your progress and success in the Professional Education Program of the University of Maryland Eastern Shore. Candidates' dispositions and cultural competence proficiencies are evaluated using the descriptions of these dispositions and proficiencies, and the expectation is that successful candidates will display those dispositions and proficiencies that are closely related to success as a teacher and/or counselor.

Disposition/Proficiency

WORK ETHIC - Professional and Effective

Criterion	Performance Rating			
	Target	Developing	Unsatisfactory	Score
Attendance The professional education candidate is not absent except when excused in advance. NA <input type="checkbox"/>	<input type="radio"/> 3 <hr/> The candidate is only absent when an excuse is provided in advance.	<input type="radio"/> 2 <hr/> The candidate is present for most classes and professional obligations.	<input type="radio"/> 1 <hr/> The candidate is often absent without prior excuse.	<input style="width: 30px; height: 20px;" type="text"/>
Punctuality The professional education candidate arrives on time to classes and/or professional obligations. NA <input type="checkbox"/>	<input type="radio"/> 3 <hr/> The candidate is on time to classes and/or professional obligations.	<input type="radio"/> 2 <hr/> The candidate is on time for most classes and/or professional obligations.	<input type="radio"/> 1 <hr/> The candidate is consistently late to classes and/or professional obligations.	<input style="width: 30px; height: 20px;" type="text"/>
Professional Appearance The professional education candidate acts and dresses according to standards of the school/professional setting where the candidate is placed. NA <input type="checkbox"/>	<input type="radio"/> 3 <hr/> The candidate acts and dresses so as not to draw attention to him/herself.	<input type="radio"/> 2 <hr/> Infrequently the candidate will dress in a manner that draws attention to him/herself.	<input type="radio"/> 1 <hr/> The candidate consistently dresses in a manner that draws attention to him/herself.	<input style="width: 30px; height: 20px;" type="text"/>
Professional Demeanor The professional education candidate maintains composure in the classroom/professional setting. NA <input type="checkbox"/>	<input type="radio"/> 3 <hr/> The candidate consistently maintains composure in the classroom/professional setting.	<input type="radio"/> 2 <hr/> The candidate infrequently loses composure in the classroom/professional setting.	<input type="radio"/> 1 <hr/> The candidate loses composure frequently in the classroom/professional setting.	<input style="width: 30px; height: 20px;" type="text"/>

Task Completion The professional education candidate fulfills his/her professional obligations and completes assignments, duties, and tasks on time. NA <input type="checkbox"/>	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
	The candidate fully assumes all obligations, assignments, duties and tasks.	The candidate usually assumes responsibility for most assignments, duties, and tasks and fulfills them in a timely and suitable manner.	The candidate completes few assignments, duties and tasks on time. The candidate must be frequently reminded to complete these tasks.	
Initiative The professional education candidate exhibits a readiness along with energy to undertake tasks without prompting or direction from others. NA <input type="checkbox"/>	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
	The candidate consistently displays a readiness along with energy to undertake tasks without prompting or direction from others.	The candidate usually displays a readiness along with energy to undertake tasks without prompting or direction from others.	The candidate rarely displays a readiness to undertake tasks and must be prompted by others.	

Total Score:

RELATIONSHIP TO OTHERS - Diverse and Reflective

Criterion	Performance Rating			
	Target	Developing	Unsatisfactory	Score
Fairness/Lack of Bias The professional education candidate always shows appreciation, understanding, and respect for diverse populations, and pursues opportunities to increase knowledge of diverse populations in order to enhance the beliefs that all students can learn. NA <input type="checkbox"/>	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
	The candidate is consistently fair, unbiased, and/or non-prejudiced towards all in his/her classroom or professional setting.	The candidate may display behaviors that might be construed as biased, prejudiced, or unfair, and is willing to examine his/her biases.	The candidate displays bias, prejudice, and/or unfairness toward others.	
Effective Oral Communication The professional education candidate's oral communications	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
	The candidate's oral communication with students,	The candidate's oral communication is occasionally unclear or	The candidate's oral communication contains errors	

<p>with students, peers, teachers, university personnel, and others always conforms to standard English and demonstrates sensitivity to cultural and gender differences, English language learners, and students with exceptionalities.</p> <p>NA <input type="checkbox"/></p>	<p>peers, teachers, university personnel and others is clear and concise. The candidate demonstrates sensitivity to culture, gender differences, English language learners, and students with exceptionalities.</p>	<p>imprecise and contains few grammatical and/or other errors. The candidate has difficulty demonstrating sensitivity to culture, gender differences, students who are English language learners, and students with exceptionalities.</p>	<p>and is generally difficult to interpret by others. The candidate is insensitive to culture, gender differences, students who are English language learners, and students with exceptionalities.</p>	
<p>Effective Written Communication</p> <p>The professional education candidate's written communications with students, peers, teachers, university personnel, and others always conforms to standard English and demonstrates sensitivity to cultural and gender differences, English language learners, and students with exceptionalities.</p> <p>NA <input type="checkbox"/></p>	<p><input type="radio"/> 3</p> <p>The candidate's written communication with students, peers, teachers, university personnel and others is clear, and concise. The candidate demonstrates sensitivity to culture, gender differences, English language learners, and students with exceptionalities.</p>	<p><input type="radio"/> 2</p> <p>The candidate's written communication is occasionally unclear or imprecise. The written and oral communication contains few grammatical and/or other errors. The candidate has difficulty demonstrating sensitivity to culture, gender differences, students who are English language learners, and students with exceptionalities.</p>	<p><input type="radio"/> 1</p> <p>The candidate's written communication contains errors that it is generally difficult to interpret by others. The candidate is insensitive to culture, gender differences, students who are English language learners, and students with exceptionalities.</p>	<input type="checkbox"/>
<p>Effective Interpersonal Communication</p> <p>The professional education candidate maintains professional demeanor and is able to communicate non-defensively in the midst of conflict and disagreement.</p> <p>NA <input type="checkbox"/></p>	<p><input type="radio"/> 3</p> <p>The candidate maintains professional demeanor and is able to communicate non-defensively in the midst of conflict and disagreement.</p>	<p><input type="radio"/> 2</p> <p>The candidate has some difficulty maintaining professional demeanor and the ability to communicate non-defensively in the midst of conflict and disagreement, but after reflection seeks</p>	<p><input type="radio"/> 1</p> <p>The candidate has difficulty maintaining professional demeanor and the ability to communicate non-defensively in the midst of conflict and disagreement and even after reflection is unable</p>	<input type="checkbox"/>

		reconciliation.	to seek reconciliation.	
Legal/Ethical Conduct	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
The professional education candidate adheres to his/her respective professional codes of ethics and abides by legal statutes. NA <input type="checkbox"/>	The professional education candidate adheres to his/her respective professional codes of ethics and abides by legal statutes.	The professional education candidate inconsistently applies both his/her respective professional codes of ethics and legal statutes.	The professional education candidate does not apply his/her respective professional codes of ethics and legal statutes.	
Social Justice	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
The professional education candidate assumes an anti-discriminatory posture and is an advocate for underserved populations to enhance the belief that all students can learn. NA <input type="checkbox"/>	The professional education candidate assumes an anti-discriminatory posture and is an advocate for underserved populations to enhance the belief that all students can learn.	The professional education candidate has an evolving anti-discriminatory posture and is novice advocate for underserved populations to enhance the belief that all students can learn.	The professional education candidate does not understand the importance of maintaining an anti-discriminatory posture and becoming an advocate for underserved populations to enhance the belief that all students can learn.	
Total Score:				<input type="text"/>

SELF-IMPROVEMENT - Effective, Innovative, and Reflective

Criterion	Performance Rating			Score
	Target	Developing	Unsatisfactory	
Commitment to Professional Development	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="text"/>
The professional education candidate strives continuously to improve, adapt, and enhance instructional practices, and/or counseling competencies. NA <input type="checkbox"/>	The professional education candidate strives continuously to improve, adapt, and enhance instructional practices, and/or counseling competencies.	The professional education candidate shows moderate amounts of interest in improving, adapting, and enhancing instructional practices, and/or counseling competencies.	The professional education candidate shows little or no amount of interest in improving, adapting, and enhancing instructional practices, and/or counseling competencies.	

Commitment to Improving Professional Performance The professional education candidate reacts favorably to feedback regarding ways to both improve professional performance and development of requisite skills. When given feedback the candidate quickly and professionally adapts his/her behavior in response to constructive criticism.	<input type="radio"/> 3 The candidate reacts favorably to feedback regarding ways to improve both professional performance and development of requisite skills. When given feedback the candidate quickly and professionally adapts his/her behavior in response to constructive criticism.	<input type="radio"/> 2 The candidate reacts defensively to feedback regarding ways to improve both professional performance and development of requisite skills. When given feedback the candidate slowly adapts his/her behavior in response to constructive criticism.	<input type="radio"/> 1 The candidate complains in unacceptable ways, appears to ignore or reject feedback, and displays rigidity and irritation when confronted with constructive criticism.	<input type="text"/>
NA <input type="checkbox"/>				Total Score: <input type="text"/>
Name of Professional Education Candidate	<input type="text"/>			
Degree Program/Major	<input type="text" value="Agriculture Education"/>			
Date:	<input type="text"/> Choose date			
Course Name/Section #/ in which this form was presented	<input type="text"/>			
Name of Evaluator	<input type="text"/>			
Date:	<input type="text"/> Choose date			
Course Name/Number/Section# in which this evaluation was completed	<input type="text"/>			

Appendix F: Senior Seminar Unit Plan

UMES Senior Seminar Unit Plan Rubric

An instructional plan is your “bread and butter” in teaching. It is your instructional map for the day, week, month, semester, and year. It assures compliance with national, state and local standards. It shows you, if you should get sidetracked by a student question, school delay, etc., where you intended to guide the students’ learning and what you planned to do. It provides a format for consistency in routines and procedures, and in moving from one day of instruction to the next. It provides a record, from one year to the next, of what was successful with students and what needs to be changed. It is a wise idea to provide a copy of your plan to any observer, upon entry, so s/he will know: 1) that you had a plan; and, 2) what to expect to see next.

Each daily lesson should fit within the context of a block (ie, week) of instruction; each block should fit within the context of a unit of instruction; each unit should fit within a year of instruction.

It is a professionally-building activity for you, the teacher, to write a written reflection after each lesson (on the lesson plan itself), so you will do an even better job during the next session of instruction. If you receive feedback from your mentor and/or your (university) supervisor, it is wise to write a summation of that on the plan as well.

You are expected to submit unit plans, with one daily lesson embedded, for each internship teaching assignment. Plans submitted for these assignments should be word processed.

Criteria	Excellent: 4 points	Good: 3 points	Adequate: 2 points	Inadequate: 1 point
Goals are stated for the unit INTASC #7 CEC 3-GC351, IC351 CEC 7-CC7K3, CC7S1, GC5S2, IC7S4	The teacher's unit plans are based on education standards and linked to special education students' IEPs. Goals are developmentally appropriate, clear and exhibit high student expectations.	The teacher's unit plans are based on education standards and mostly linked to special education students' IEPs. Goals are developmentally appropriate, clear and exhibit high student expectations.	The teacher's unit plans are based on education standards and somewhat linked to special education students' IEPs. Goals are partially clear.	The teacher's unit plans are not clearly based on education standards and not clearly linked to special education students' IEPs. Goals are not clear.
Goals exhibit variety,	Goals exhibit varied	Goals exhibit some	Goals exhibit some	Goals exhibit just one

learning challenge, and significance INTASC #4 CEC 2-CC2K5, IC2K1 CEC 3-CC3K5	learning levels and high student expectations.	varied learning levels and high student expectations.	varied learning levels for students.	learning level for students.
Goals show clarity INTASC #8 CEC 8-GC8K1, IC8K1 CC8K4	Goals are clearly stated with measurable student learning benchmarks.	Several goals are clearly stated as student learning outcomes.	Some goals are clearly stated as student learning outcomes.	Goals are not clearly stated and not clearly related to student learning outcomes.
Goals are aligned with instruction INTASC #3 CEC 6-GC6K1, IC6K1 GC6K3 CEC 10-CC10S5, CC10S9	Lesson activities, assignments and resources are aligned with learning goals and IEP objectives.	Several lesson activities, assignments and resources are aligned with learning goals and IEP objectives.	Some lesson activities, assignments and resources are aligned with learning goals and IEP objectives.	Few lesson activities, assignments and resources are clearly aligned with learning goals and IEP objectives.
Structure is in unit and lessons INTASC #2 CEC 4-GC4K3 CEC 7-CC7S1, CC7S6	Structure is evident in the unit and lesson activities and assignments, and show promise for student achievement, including students with IEP accommodations.	Structure is evident in the unit and lesson activities and assignments, and show promise for student achievement.	Structure is somewhat evident in the unit and several lesson activities and assignments, and seem to be useful for student achievement.	Structure is not evident in the unit and lesson activities and assignments.
Content is accurate in lesson representation INTASC #1 CEC 2-CC2K5 CEC 4-GC4S10, GC4S13 CC4S4, IC4S4	Content is accurate, and as is appropriate, links content to other parts of the content or content areas.	Content seems to be accurate and in keeping with the big ideas or structure of the discipline.	Content seems to be mostly accurate, and indicates awareness of the big ideas or structure of the discipline.	Content is not completely accurate, and does not link content to other content or content area.

<p>Instruction, activities, assignments and resources are varied in unit and lessons INTASC #4 CEC 4-GC4K1, ICK41 CC4S3, GC4S2</p>	<p>The unit plan provides variety in activities, assignments and resources, and reflects IEP goals and accommodations.</p>	<p>The unit plan provides variety in activities, assignments and resources.</p>	<p>The unit plan provides some variety in activities, assignments and some resources</p>	<p>The unit plan does not provide variety in activities, assignments and resources.</p>
<p>Use of Technology INTASC #6 CEC 4-GC4S7, IC4S2, GC4S11 CEC 8-CC8S3, IC8S2</p>	<p>Appropriate technology is integrated in the plan and enhances teaching and learning.</p>	<p>Technology is included in the plan.</p>	<p>Appropriate technology is integrated in the instructional plan but not in student learning activities.</p>	<p>Appropriate technology is not included in the plan, or the technology used is not appropriate for student learning.</p>
<p>Assessment plan is aligned with instruction and learning goals INTASC #8 CEC 8-CC8S4, CC8S8, GC8S3, IC8S3</p>	<p>The assessment plan is aligned with instruction and student learning goals, including those in the IEPs.</p>	<p>The assessment plan is aligned with instruction and most student learning goals, and are congruent in content and cognitive complexity.</p>	<p>The assessment plan is aligned with instruction and some student learning goals but are not congruent in content and cognitive complexity.</p>	<p>The assessment plan lacks congruence with student learning goals and/or lack cognitive complexity.</p>
<p>Assessment approaches and modes are multiple INTASC #8 CEC 8-CC8S8</p>	<p>The assessment plan indicates use of multiple approaches and modes, such as performance assessments, assistive technologies, lab reports, and research projects, throughout instruction, including adaptations appropriate for students' needs.</p>	<p>The assessment plan indicates use of varied approaches and modes, including adaptations appropriate for students' needs.</p>	<p>The assessment plan indicates use merely of pencil and paper assessments, and adaptations for some students' needs.</p>	<p>The assessment plan indicates use of one mode, and does not include assessment before, throughout and after instruction.</p>

Column Total points				
			Total	<hr/> Final
	40-36	35-32	31-28	Below 28
Grade	A	B	C	D

Appendix G: Professional Portfolio Evaluation

Professional Portfolio Evaluation EDCI 400/EDSP 400

Name of Intern: _____

Evaluator: _____

Date of Evaluation: _____

Evaluation Scale:

A - Target: 97-108

B - Acceptable: 60-77 points

C - Unacceptable: less than 60 points (must be resubmitted) 0 (zero) – indicates no evidence of artifact

INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable or Missing (0-1)	Score
I. Content Knowledge/ Foundations				
Artifact #1 – Transcript	GPA of special education content courses is above 3.00	GPA of special education content courses is 2.75 – 3.00	GPA of special education content courses is below 2.75	
Artifact #2 – Praxis I and II	Praxis I scores are passing and Praxis II Content Test (0305) is above State Cutoff score	Praxis I scores are passing and Praxis II Content Test (0305) is at State Cutoff score	Praxis I scores are passing and Praxis II Content Test (0305) is below State Cutoff score	
Artifact #3 – Internship Evaluations	Clear evidence of growth throughout the internship displayed. Evidence of improvement in professional practice included (e.g., lesson plans or units, samples of student projects, action research, and development materials of materials.	Marginal evidence of growth throughout the internship displayed. Evidence of improvement in professional practice included (e.g., lesson plans or units, samples of student projects, action research, and development materials of materials.	No clear evidence of growth throughout the internship displayed. Evidence of improvement in professional practice included (e.g., lesson plans or units, samples of student projects, action research, and development materials of materials.	

Artifact #4 – Research Papers	Paper is well organized with complex sentence structure that is free of grammatical errors; uses effective language with relevant organization of ideas.	Paper is organized; has few grammatical errors; contains relevant organization of ideas.	Paper lacks organization, has simplistic sentence structure and many grammatical errors.	
INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
II. Characteristics of Learners/Learner Development				
Artifact #1 – Reflections on the intellectual and maturational developmental differences between students in each internship experience	Appropriate and complete reflections for each artifact are provided. Each statement includes course objectives, description of artifact, background of artifact, and reflection on learning demonstrated.	Appropriate yet somewhat incomplete reflections for each artifact are provided.	Artifact reflections are unclear or missing.	
III. Learner Diversity/ Individual Differences				
Artifact #1 – Diversity Plan	All of the components of plan demonstrate the use of clear, well organized, and accurate information and include strategies for integrating diversity in the classroom.	Most of the components of plan demonstrate the use of clear, well organized, and accurate information and include strategies for integrating diversity in the classroom.	Few elements of the diversity plan are provided.	
Artifact #2 – Evidence of Curricular modifications and decision-making based on individualized educational plans (IEPs)	Clear and abundant evidence of appropriate curricular modifications or decision-making based on IEPs	Some evidence of appropriate curricular modifications or decision-making based on IEPs	Few examples of appropriate curricular modifications or decision-making based on IEPs are included.	
IV. Instructional Strategies/Instructional Strategies				
Artifact #1 - Video of teaching	Video is edited with only high	Majority of video is edited with	Majority of video is not edited	

a lesson with self-reflection	quality shots or sounds and effectively enhances reflective statements. All reflections clearly identify and describe achievement of growth goals and include goals for continued learning. All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives	high quality shots or sounds and effectively enhance reflective statements. Reflections generally identify and describe achievement of growth goals and include goals for continued learning. Most reflections illustrate the ability to effectively critique work for constructive practical alternatives	and does not include reflective statements.	
INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
V. Learning Environment/Learning Environments and Social Interactions				
Artifact #1 – Classroom Management Plan	No more than 5-7 rules in number are provided that fully reflect aspects necessary to ensure an effective and productive classroom environment conducive to learning. All rules are positively stated. Respect for others permeates these rules. Daily protocols are comprehensive in nature. All consequences reflect student developmental levels. Levels of consequences are highly effectively, logically sequenced, and provide more rigorous consequences for repeated misbehaviors.	No more than 5-7 rules in number are provided that reflect aspects necessary to ensure a classroom environment conducive to learning. All rules are positively stated. Daily protocols are sufficient in both number and quality to address aspects necessary to provide for a well-managed classroom, thereby reducing some management time. Levels of consequences provide for sequential and more rigorous consequences for repeated misbehaviors.	No classroom management plan provided or plan is lacking in appropriate components.	
VI. Communication/ Language				

INTASC/CEC Standard and Artifacts	Target (3)	includes some differentiated instruction for gifted students and students with special needs. Acceptable (2)	Unacceptable (0-1)	Score
Artifact #2 – Lesson Plan from Internship Experience #2	All objectives and activities are appropriate for the intended grade level.. All objectives and activities are appropriate for the intended grade level.. Assessment is directly related to objectives and standards. Assessment provides opportunities. Key standards are referenced. Lesson is guided by standards. Lesson clearly offers appropriate, creative, and well-integrated challenges for students of all levels, including gifted students and students with special needs.	Most objectives and activities are appropriate for the intended grade level. Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths. Some relevant standards are referenced. Lesson is influenced by standards. Too many or too few standards are included. (Lesson may name many standards instead of focusing on important, key standards; alternately, lesson may not name relevant key standards). Lesson includes some differentiated instruction for gifted students and students with special needs.	Objectives and activities are inappropriate for the intended grade level.. Assessment is unrelated to objectives and standards. No standards are mentioned in lesson. Lesson is not related to standards. Objectives are missing, unclear, or are unrelated to standards.	

	for students with varying learning styles and strengths to excel.			
VIII. Assessment/Assessment				
Artifact #1 – Assessment Plan	<p>Clear evidence of a planned program of assessment. An assessment plan that includes a variety of formal and informal assessment strategies appropriate to monitor the growth and development of all students in the class is evident and in use. Assessment strategies clearly match the objectives of the lesson and content taught.. Uses both traditional and contemporary assessments. Evidence of formative and summative evaluation.</p>	<p>Some evidence of a planned program of assessment. An assessment plan that includes some formal and informal assessment strategies appropriate to monitor the growth and development of most students in the class is evident and in use. Assessment strategies match the objectives of the lesson and content taught. .. Uses both traditional and contemporary assessments. Evidence of formative and summative evaluation.</p>	<p>No evidence of a planned program of assessment. There is little or no evidence of an assessment plan that includes both formal and informal assessment strategies. Some disconnect between assessment strategies and the objectives of the lesson and/or the content taught.. No clear use of formative and summative evaluation.</p>	

INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Artifact #2 – Impact on Student Learning (MTTS Standard IV) – Experience #1	<p>Descriptions of how well the class met goals for student performance are consistently accurate and complete. Consistently identified appropriate strategies, and explanations are consistently logical and well-supported by data. Adjustments in instructional strategies are consistently plausible and well-supported by data. Description of how well the class goals for student performance are consistently accurate and complete. Both individual and group data are analyzed and necessary modifications based on data are evident.</p>	<p>Descriptions of how well the class met goals for student performance are generally accurate and complete. Identified patterns are generally accurate and supported by data. Generally appropriate strategies are identified and explanations are generally logical and supported by data. Both individual and group data are analyzed. Some modifications based on data are evident.</p>	<p>No descriptions of how well the class met goals for student performance are provided. Strategies are missing or are inappropriate and/or not supported by data. Needed adjustments in instructional strategies are missing or are implausible and/or not supported by data.</p>	
Artifact #3 – Impact on Student Learning (MTTS Standard IV) – Experience #2	<p>Descriptions of how well the class met goals for student performance are consistently accurate and complete. Consistently identified appropriate strategies, and explanations are consistently logical and well-supported by data. Adjustments in instructional strategies are consistently plausible and well-supported by data. Description of how well the class goals for student performance are consistently accurate and complete. Both individual and group data are</p>	<p>Description of how well the class met goals for student performance are generally accurate and complete. Identified patterns are generally accurate and supported by data. Generally appropriate strategies are identified and explanations are generally logical and supported by data. Both individual and group data are analyzed. Some modifications based on data are evident.</p>	<p>No descriptions of how well the class met goals for student performance are provided. Strategies are missing or are inappropriate and/or not supported by data. Needed adjustments in instructional strategies are missing or are implausible and/or not supported by data.</p>	

	analyzed and necessary modifications based on data are evident.			
INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Artifact #4 – Teacher-made test from Experience #1	Teacher-made tests that reflect the content and activities taught are well developed and appropriate to the ability and learning styles of the students.	Teacher-made tests that reflect the content and activities taught are adequately developed and appropriate to the ability and learning styles of the students.	No evidence of teacher-made tests or the teacher-made tests are not relevant to the lessons taught.	
Artifact #5 – Teacher-made test from Experience #2	Teacher-made tests that reflect the content and activities taught are well developed and appropriate to the ability and learning styles of the students.	Teacher-made tests that reflect the content and activities taught are adequately developed and appropriate to the ability and learning styles of the students.	No evidence of teacher-made tests or the teacher-made tests are not relevant to the lessons taught.	
IX. Reflective Practice and Professional Development/ Ethics and Professional Practice				
Artifact #1 – Philosophy of Education	The professional philosophy is clearly described and includes specific and appropriate references to justify beliefs. Includes all components of PRIDE	The professional philosophy is clearly defined. Some general justifications for beliefs are provided and some components of PRIDE are included	The professional philosophy is unclear or contradictory and does not include PRIDE	
Artifact #2 – Summary of professional article critique	Artifact demonstrates exemplary use of clear, well organized and accurate summary of article and exemplary written communication	Artifact demonstrates the use of clear, well organized and accurate summary of article and accurate written communication	Artifact is unclear, unfocused, inaccurate or difficult to interpret written communication	

INTASC/CEC Standard and Artifacts	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
X. Community/Collaboration/				
Artifact #1 – Reflection on professional meeting (e.g., IEP meeting, faculty meeting, parent conference, professional workshop)	Appropriate and complete reflections for artifact are provided. Each statement includes objectives, description of artifact, background of artifact, and reflection on learning demonstrated.	Appropriate yet somewhat incomplete reflections for artifact are provided.	Artifact reflections are unclear or missing	

Appendices (checklist)	Evidence is Present	No Evidence
Appendix A – Awards, Honors, Certificates*		
Appendix B – Resume (checklist)		
Appendix C – UMES Conceptual Framework		
Appendix D – Maryland Teacher Technology Standards		
Appendix E – Maryland Content Standards (Voluntary State Curriculum)		

Appendix F – Specialized Professional Association Standards for Major		
Appendix G – INTASC Principles		

Professional Portfolio Presentation Rubric

Conceptual Framework	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Clarity (Professional, Effective)	Sequence of information is very well organized with use of specific and appropriate examples; clear transitions create a succinct and even flow	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Content is loosely connected, transitions lack clarity	
Attention to Audience (Professional)	Engaged audience and held their attention throughout with enthusiasm, and clearly focused presentation	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Little or no attempt to engage audience	
Speaking Skills (Professional)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	Clear articulation of ideas, but apparently lacks confidence with material	Little eye contact; poor speaking skills (i.e., monotone, too fast); speaker seemed uninterested in material	
Personal Reflection (Reflective)	All Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	Most Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	Few Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	

Conceptual Framework	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Innovative (Innovative)	Artifacts demonstrate innovative and/or creative planning.	Some artifacts demonstrate innovative and/or creative planning.	There is no evidence of innovative and/or creative planning.	
Evidence of Attention to Diversity (Diverse)	Many clear examples of attention to diverse learners	Some clear examples of attention to diverse learners	Little or no clear evidence of attention to diverse learners	
Overall Portfolio Impact (Effective)	The portfolio demonstrates well the student's skills, abilities, and knowledge to potential employers.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge to potential employers.	The portfolio does little to demonstrate the student's skills, abilities, and knowledge to potential employers.	

Overall Portfolio Scores

Target (97 – 108 points)	Acceptable (76 – 96 points)	Unacceptable (Below 76)

Appendix H: Professional Portfolio Evaluation (SPED678)

Professional Portfolio Evaluation
SPED 678 (NBPTS, 2007 Draft Standards)

Name of Teacher Candidate: _____

Evaluator: _____

Date of Evaluation: _____

Evaluation Scale:

A - Target: 97-108

B - Acceptable: 60-77 points

C - Unacceptable: less than 60 points (must be resubmitted) 0 (zero) – indicates no evidence of artifact

(Candidates identify specific projects that represent standards.)

NBPTS Standards for Exceptional Needs and Artifacts	Target (3)	Acceptable (2)	Unacceptable or Missing (0-1)	Score
Foundations for Effective Practice I. Knowledge of Students				
Artifact #1 –				
Artifact #2 –				
Foundations for Effective Practice II. Knowledge of Law, Philosophy, and History				
Artifact #1 –				
Artifact #2 -				
Foundations for Effective Practice III. Diversity				
Artifact #1 –				

NBPTS Standards for Exceptional Needs and Artifacts	Target (3)	Acceptable (2)	Unacceptable or Missing (0-1)	Score
Artifact #2 –				
Foundations for Effective Practice Preparing for Student Learning IV. Family Partnerships				
Artifact #1 -				
Artifact #2 –				
Student Learning and Development V. Assessment				
Artifact #1 –				
Artifact #2 –				
Student Learning and Development VI. Communication				
Artifact #1 –				
Artifact #2 –				
Student Learning and Development VII. Social Development and Behavior				
Artifact #1 -				
Artifact #2 –				

NBPTS Standards for Exceptional Needs and Artifacts	Target (3)	Acceptable (2)	Unacceptable or Missing (0-1)	Score
Student Learning and Development VII. Social Development and Behavior				
Artifact #1 –				
Artifact #2 -				
Student Learning and Development VIII. Curriculum and Instruction				
Artifact #1 –				
Artifact #2 –				
Student Learning and Development IX. Learning Environment				
Artifact #1 –				
Artifact #2 –				
Student Learning and Development X. Instructional Resources				
Artifact #1 –				
Artifact # 2 –				

NBPTS Standards for Exceptional Needs and Artifacts	Target (3)	Acceptable (2)	Unacceptable or Missing (0-1)	Score
Role and Practices in the Learning Community XI. Contributing to the Profession and to Education through Collaboration				
Artifact #1 –				
Artifact #2 –				
Role and Practices in the Learning Community XII. Family Partnerships				
Artifact #1 –				
Artifact #2 –				

Professional Portfolio Presentation Rubric

Conceptual Framework	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Clarity (Professional, Effective)	Sequence of information is very well organized with use of specific and appropriate examples; clear transitions create a succinct and even flow	Sequence of information is well-organized for the most part, but more clarity with transitions is needed	Content is loosely connected, transitions lack clarity	
Attention to Audience (Professional)	Engaged audience and held their attention throughout with enthusiasm, and clearly focused presentation	Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm	Little or no attempt to engage audience	

Conceptual Framework	Target (3)	Acceptable (2)	Unacceptable (0-1)	Score
Speaking Skills (Professional)	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	Clear articulation of ideas, but apparently lacks confidence with material	Little eye contact; poor speaking skills (i.e., monotone, too fast); speaker seemed uninterested in material	
Personal Reflection (Reflective)	All Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	Most Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	Few Reflections include personal reactions that are descriptive and insightful and relate to the stated INTASC Principle.	
Innovative (Innovative)	Artifacts demonstrate innovative and/or creative planning.	Some artifacts demonstrate innovative and/or creative planning.	There is no evidence of innovative and/or creative planning.	
Evidence of Attention to Diversity (Diverse)	Many clear examples of attention to diverse learners	Some clear examples of attention to diverse learners	Little or no clear evidence of attention to diverse learners	
Overall Portfolio Impact (Effective)	The portfolio demonstrates well the student's skills, abilities, and knowledge to potential employers.	The portfolio helps to demonstrate the student's skills, abilities, and knowledge to potential employers.	The portfolio does little to demonstrate the student's skills, abilities, and knowledge to potential employers.	

Overall Professional Portfolio Scores

Target (97 – 108 points)	Acceptable (76 – 96 points)	Unacceptable (Below 76)

Comments:

Appendix I: Mentor Teacher Evaluation

Evaluation of Mentor Teachers: Experience 1					
School	<input style="width: 100%;" type="text"/>				
Major	<input style="width: 100%;" type="text"/>				
Date	<input style="width: 50px;" type="text"/>	Choose date			
<p>In order to ensure that students and cooperating teachers have mutually beneficial experiences, please read the following items carefully and mark the one best response.</p>					
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
My cooperating teacher made me feel welcome in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher explained to me in detail what was expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher took time each day to discuss my progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher modeled reflective thinking about his/her own teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher modeled the behaviors he/she wanted me to perform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher was understanding when I made mistakes or lessons didn't turn out just right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher and I maintained good communication throughout the experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my cooperating teacher to be an effective teacher in terms of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher modeled innovative instructional techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher demonstrated through his/her behaviors that he/she valued diversity in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my cooperating teacher to be an effective teacher in terms of classroom management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher acted in a professional manner at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the experience I encountered with this cooperating teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this teacher as a future cooperating teacher for other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional Comments:					

Appendix J: University Supervisor Evaluation

Evaluation of University Supervisor					
Name of University Supervisor	<input style="width: 100%;" type="text"/>				
Department	<input style="width: 100%;" type="text"/>				
Experience #1 or Experience #2	<input style="width: 100%;" type="text"/>				
Date	<input style="width: 100%;" type="text"/>				
In order to ensure that students, cooperating teachers, and university supervisors have mutually beneficial experiences, please read the following items carefully and circle the one best response according to the following scale.					
	5 = strongly agree	4 = agree	3 = undecided	2 = disagree	1 = strongly disagree
1. My university supervisor observed me a minimum of three times during each experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My university supervisor explained to me in detail what was expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My university supervisor had an initial conference with me and my cooperating teacher (prior to the three observations) to set out expectations and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My university supervisor took time each visitation to discuss my progress with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My university supervisor observed a complete teaching lesson each time he/she came.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I felt that I could talk with my university supervisor about any problems I might be encountering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My university supervisor and cooperating teacher discussed my progress with me each visitation in a three-way conference.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My university supervisor and I maintained good communication throughout the experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My university supervisor offered me appropriate suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My university supervisor acted in a professional manner at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am pleased with the experience I encountered with this university supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My university supervisor provided me with a formal midterm evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. My university supervisor provided me with a formal final evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My university supervisor helped me understand the PDS Collaboration Model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My university supervisor helped me understand the role and responsibilities of my cooperating teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I would recommend this person as a university supervisor for other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Comments:



Appendix K: Professional Education Unit Exit Survey

Exit Interview Questions				
Name	<input style="width: 100%;" type="text"/>			
Major	<input style="width: 100%;" type="text"/>			
Date	<input style="width: 50px;" type="text"/>	Choose date		
<p>For each of the following items, please choose the one best response using the following scale: 4 = Excellent; 3 = Very Good; 2 = Fair; 1 = Poor</p>				
	4 = Excellent	3 = Very Good	2 = Fair	1 = Poor
1. How would you evaluate your overall experience in the Teacher Education program at UMES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How would you evaluate the quality of the general education (first two years) course work at UMES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How would you evaluate the quality of the course work in your major at UMES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How would you evaluate the quality of the course work in your pre-professional education courses (EDCI200, EDCI306, EDSP200, PSYC305, PSYC307) at UMES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How would you evaluate the quality of the course work in your professional education courses at UMES?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. How would you evaluate the quality of teaching you received excluding your Education courses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How would you evaluate the quality of teaching you received within the professional education program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. How would you evaluate the quality of advising you received?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. How would you evaluate the quality of your field experiences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. How would you evaluate the quality of your internships?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How would you evaluate your overall preparedness to enter the teaching profession?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. How would you evaluate your Professional Development School Experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments	<div style="border: 1px solid gray; height: 80px; width: 100%; position: relative;"> <div style="position: absolute; top: -15px; right: -15px; border: 1px solid gray; background-color: #eee;"> ▲ ▼ </div> <div style="position: absolute; bottom: -15px; left: -15px; border: 1px solid gray; background-color: #eee;"> ◀ ▶ </div> </div>			

Please include your home address in the area below so we will have some way of contacting you for follow-up alumni information.

Home Address:	<input type="text"/>
Home Telephone:	<input type="text"/>
Email Address:	<input type="text"/>

The remaining questions are open ended. Please respond as clearly and in as much detail as possible.

1. What aspects of the program do you consider particularly helpful? In your answer, consider specific courses, faculty, or professional experiences. Are there any other things that you felt were especially beneficial to you as you went through the program? Please explain why you feel this way.	<input type="text"/>
2. What are three things you would like to change about the program? Please explain how you would make them better.	<input type="text"/>
3. Please describe what the Teacher Education Program's conceptual Framework means to you and discuss how well the program has helped you to develop in those areas (PRIDE - Professional, Reflective, Innovative, Value Diversity, and Effective with Students)?	<input type="text"/>
4. How did you go about preparing for the PRAXIS I and II exams? What activities did you find most helpful to you?	<input type="text"/>
5. Is there anything else about your experiences in the program that you would like to share?	<input type="text"/>

Appendix L: Alumni Survey



**Department of Education
ALUMNI QUESTIONNAIRE
Teacher/Counselor Education Programs**

Please complete the following survey and return it in the stamped, self-addressed envelope no later than May 15. Return the enclosed post card separately. Your responses are critical to our ability to prepare quality teachers and counselors. As an expression of our appreciation, all respondents will receive a small token of our appreciation by return mail. If you have any questions regarding the survey, please contact Dr. Sally Bing at sabing@umes.edu or by phone at 410-651-6219.

**PART I
Personal Information**

1. Month/Year of Graduation ____/____

2. Degree Program:
 - B.A. ____ Major: _____
 - B.S. ____ Major: _____
 - M.Ed. ____ Special Education
 - M.Ed. ____ Guidance and Counseling (Counselor Education)
 - M.Ed. ____ Career and Technology Education
 - M.A.T ____ Master of Arts in Teaching; Major: _____

3. Ethnicity/Background:
 - ____ African American
 - ____ African
 - ____ Asian/Pacific Islander
 - ____ Caucasian
 - ____ Latino/Other Spanish Origin
 - ____ Multiracial _____
 - ____ Other _____

4. Gender:
 - ____ Male
 - ____ Female

5. Employment: Please check the box below that most closely identifies your current employment status.

	Teacher Education Major	Guidance and Counseling Major
Certified position, public school		
Non-certified position, public school		
Teaching position, private school		
Substitute Teacher/Counselor		
Non-teaching, looking for teaching/counseling position		
Non-teaching related, not looking for teaching/counseling position		
Unemployed, looking for teaching/counseling position		
Unemployed, not looking for teaching/counseling position		
Graduate School		

6. Years of Employment in current position:

- less than 1 year
- 1 – 3 years
- 4 - 6 years
- 7 – 9 years
- 10 + years

7. Years of Employment in Field

- less than 1 year
- 1 – 3 years
- 4 - 6 years
- 7 – 9 years
- 10 + years

8. Advanced Training

- Currently Pursuing Master's degree
- Currently Pursuing Advanced Certification
- Currently Pursuing Certification in another Field
- Currently Pursuing Second Masters degree
- Currently Pursuing Doctoral degree
- Not Currently Pursuing Advanced Training

9. Please list any honors, achievements, recognitions or other professional highlights accrued since earning your most recent degree in teaching/counseling from UMES.

10. Current Employment Information:

Current Position _____

If you are working in a school, please complete the information below.

Grade Level(s) _____

Content Area if appropriate _____

School/Agency _____

School/Agency Address _____

Street Address/P.O. Box City State Zip

School is _____ Private _____ Public

Personal Information:

Name _____
Last Maiden First

Home Address _____
City State Zip

Phone: _____ email: _____

(If you choose not to respond to the information in #10 above, please send us the information under separate cover so we will be able to keep in contact with you.)

PART II:

General Evaluation of Your Teacher/Counselor Training in the Professional Education Program at the University of Maryland Eastern Shore

Please respond to the following statements and appraise your UMES preparation in terms of its contribution to your performance as an educator or counselor who exemplifies our conceptual framework of **PRIDE** (*Dedicated Professional, Reflective Leader, Innovator, valuer of Diversity and Effective Teacher*).

Please circle the most appropriate response using the following rating criteria:

5 = Strongly Agree 4 = Agree 3 = Undecided 2 = Disagree 1 = Strongly Disagree NA= Not Applicable

1. Through my course work/field experiences, I grew as a dedicated *Professional* in:

a. content knowledge	5	4	3	2	1	NA
b. professional knowledge	5	4	3	2	1	NA
c. the knowledge of professional dispositions and ethical and legal standards	5	4	3	2	1	NA
d. the ability to use effective spoken, written, and visual communication	5	4	3	2	1	NA
e. the ability to assume the role of professional leader	5	4	3	2	1	NA

2. Through my course work/field experiences, I grew as a *Reflective* educator/counselor in my ability to:

a. monitor my own instructional/counseling effectiveness.	5	4	3	2	1	NA
b. strive for continuous self-improvement based upon learner outcomes.	5	4	3	2	1	NA
c. explain the use of student performance data to inform classroom/counsel counseling practices	5	4	3	2	1	NA
d. use assessment data to improve instruction/learning/reteaching and/or counseling	5	4	3	2	1	NA
e. use suggestions from students and supervisors to improve instruction and/or counseling	5	4	3	2	1	NA
f. engage students in self-reflection	5	4	3	2	1	NA

3. Through my course work/field experiences, I grew as an *Innovative* educator/counselor in my ability to:

a. employ the best contemporary practices using creative problem-solving techniques and connections to real world experiences	5	4	3	2	1	NA
b. identify and address varying learning, teaching strategies/styles	5	4	3	2	1	NA
c. explore new instructional/counseling and technological methodologies	5	4	3	2	1	NA
d. model innovation and creativity in teaching/ counseling in my field	5	4	3	2	1	NA
e. identify and carry out problem analysis; decision-making and resolution/recommendations	5	4	3	2	1	NA
f. encourage critical thinking in my students	5	4	3	2	1	NA
g. conduct and use results of action research in the classroom	5	4	3	2	1	NA
h. use technology to promote learning	5	4	3	2	1	NA
i. engage students in the learning process	5	4	3	2	1	NA
j. employ various assessment strategies to accommodate individual and diverse learners	5	4	3	2	1	NA

4. Through my course work/field experiences, I grew to value *Diversity* as evidenced by my ability to:

a. interact with individuals in various educational, social and cultural environments	5	4	3	2	1	NA
b. design instruction that accommodates individual differences in approaches to learning	5	4	3	2	1	NA
c. make appropriate accommodations for students with disabilities	5	4	3	2	1	NA
d. implement multicultural awareness/bias awareness training	5	4	3	2	1	NA
e. believe that all students have the right and ability to learn.	5	4	3	2	1	NA
f. treat all students and members of the educational community equitably and respectfully	5	4	3	2	1	NA
g. value the increasingly diverse nature of current and emerging school populations	5	4	3	2	1	NA
h. model professional dispositions	5	4	3	2	1	NA

5. Through my course work/field experiences, I grew as an *Effective* educator/counselor in my ability to:

a. provide opportunities that enhance students' intellectual, social intellectual, social, and personal growth	5	4	3	2	1	NA
b. promote student learning outcomes	5	4	3	2	1	NA
c. maintain good classroom management	5	4	3	2	1	NA
d. link subject matter within and across disciplines and grade level	5	4	3	2	1	NA
e. incorporate technology into lesson planning and program delivery	5	4	3	2	1	NA
f. give prompt and effective feedback to students	5	4	3	2	1	NA
g. promote effective pro-social behavior in the classroom	5	4	3	2	1	NA
h. communicate high expectations for all students	5	4	3	2	1	NA
i. implement assessment and evaluations	5	4	3	2	1	NA
j. foster classroom collaboration	5	4	3	2	1	NA

Please circle the most appropriate answer using the following rating criteria:

5 = Very Well 4 = Well 3 = Undecided 2 = Moderately well 1 = Not well
 NA = not applicable

1. How well did your Professional Education/Counseling course work address the following issues:

a. Classroom Management	5	4	3	2	1	NA
b. Assessment of Learning	5	4	3	2	1	NA
c. Developmental Theories	5	4	3	2	1	NA
d. Learning Theories	5	4	3	2	1	NA
e. Inquiry/Research Skills	5	4	3	2	1	NA
f. Instructional Methodologies	5	4	3	2	1	NA
g. Adapting/Modifying Instruction	5	4	3	2	1	NA
h. Working with Diverse Populations	5	4	3	2	1	NA
i. Self-Reflection and Self-Assessment	5	4	3	2	1	NA
j. Professional Ethics	5	4	3	2	1	NA
k. Technology in Education	5	4	3	2	1	NA
l. Collaboration with Colleagues	5	4	3	2	1	NA
m. State and Professional Standards	5	4	3	2	1	NA

Please respond to the following questions using the scale below:

3 = Very Well 2 = Moderately Well 1 = Not Well

How well did your Professional Education program fulfill your expectations of what you should gain from such a program?	3	2	1
How did the quality of your Professional Education program courses compare to your non-Education courses (undergraduates only)?	3	2	1
How likely are you to recommend your Professional Education program to friends and others interested in Education and/or Counseling?	3	2	1

FREE RESPONSE

PART III

Please indicate what you consider to be strengths of the University of Maryland Eastern Shore’s Professional Education Program (Faculty, Course Content, Facilities, Instructional Resources, Administrative Support, etc.).

Please indicate what you consider to be weaknesses of the University of Maryland Eastern Shore's Professional Education Program (Faculty, Course Content, Facilities, Instructional Resources, Administrative Support, etc.).

.

Please provide suggestions for improving the Professional Education Program at the University of Maryland Eastern Shore.

Thank you for taking the time and effort to complete this questionnaire. Please sign and return your self addressed, stamped postcard separately. Please return your completed questionnaire in the enclosed self addressed, stamped envelope to:

Assessment Committee – Dr. Bing
University of Maryland Eastern Shore
Department of Education
Princess Anne, MD 21853

Survey:

Appendix M: Employer Survey



University of Maryland Eastern Shore EMPLOYER SURVEY

Please take a few minutes to help the University of Maryland Eastern Shore Department of Education understand what we do well in preparing our professional counselor education candidates and what we need to improve. The survey is designed to gauge your perception of the University of Maryland Eastern Shore's **counselor education graduates** as a group, rather than to rate individuals. Please make your selections based on group performance overall.

Participation is voluntary; however, your feedback is extremely important to us. All individual responses will be kept strictly confidential. Only group results will be summarized and reported.

The survey is organized according to our conceptual framework (PRIDE) themes that are emphasized throughout the University of Maryland Eastern Shore's professional education preparation programs: We prepare teacher/counselor educators who 1) are professional, 2) are reflective, 3) are innovative, 4) value diversity, and 5) are effective..

PLEASE RETURN SURVEY IN THE ENCLOSED ENVELOPE BY FRIDAY, April 11, 2008.

Thank you for your participation!

Background Information

DISTRICT/COUNTY: _____

SCHOOL _____

Your current position is:

- | | |
|--|--|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Personnel Director |
| <input type="checkbox"/> Assistant Superintendent | <input type="checkbox"/> Director of Special Education |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Department/Subject Area Chair |
| <input type="checkbox"/> Assistant/Associate Principal | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Other _____ | |

Your responses to the survey questions are based on your interactions with approximately how many University of Maryland Eastern Shore Department of Counselor Education graduates? Please base your responses on the past five years.

1 to 5 6 to 10 11 to 20 more than 20 unable to estimate

**University of Maryland Eastern Shore
EMPLOYER SURVEY**

Please place a check mark in the box that best describes your assessment of the skills of the University of Maryland Eastern Shore counselor education graduates as a group in each of the following areas.

Professionalism	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge of professional, state, and institutional standards.				
Has understanding of effective communication needed to foster relationships with home, school, and community.				
Has knowledge of school rules, district policies, and administrative regulations.				
Demonstrates ability to contribute professionally to the school and district.				
Demonstrates flexibility and responsiveness.				
Demonstrates a commitment to continuous learning and enhancement as a professional.				
Demonstrates ability to collaborate effectively with others.				
Reflection	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Monitors own counseling effectiveness.				
Strives for continuous self-improvement based upon learner outcomes/psychosocial needs.				
Uses assessment data to improve counseling.				
Uses suggestions from students and supervisors to improve counseling.				
Engages students in self-reflection.				
Innovative	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Identifies and addresses varying learning, teaching strategies/styles.				
Explores new instructional/counseling technological methodologies.				
Models innovation and creativity in teaching/counseling techniques.				
Encourages critical thinking in students/couselees.				
Uses technology to promote learning.				
Uses technology in their practice.				
Employs various assessment strategies to accommodate individual and diverse learners.				
Diversity and Dispositions	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable

Has understanding of cultural and individual diversity.				
Has knowledge of ethical conduct in professional practices.				
Knows their students, families and communities.				
Demonstrates a belief that all students can learn.				
Demonstrates a commitment to equity.				
Demonstrates respect for the dignity and worth of all students.				
Utilizes instructional practices associated with diverse learners, families, and cultures.				
Effectiveness	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Provides opportunities that enhance students' intellectual, social, and personal growth.				
Promotes student learning outcomes.				
Communicates high expectations for all students.				
Promotes effective pro-social behavior in the classroom.				
Research and Best Practices	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge and awareness of evidence-based "best practices."				
Has knowledge of assessment practices that are based on standards, instructional goals and instructional adaptations.				
Demonstrates skill in the design and use of coherent evidence-based instruction/psychoeducational intervention.				
Uses current research to inform practice.				
Demonstrates skill in the use of assessment practices that are based on standards, instructional goals and instructional adaptations/psychological interventions.				
Has awareness of the Voluntary School Curriculum (VSC) and Maryland Teacher Technology Standards (MYYS) and is able to implement awareness in support of student learning.				
Has knowledge and skills to coordinate and proctor Maryland School Assessments (MSA) and High School Assessments (HAS).				

Content and Counseling	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge of content in one's area.				
Has knowledge of relevant counseling practices.				
Has knowledge of skills necessary to encourage students' critical thinking and problem-solving abilities.				
Demonstrates ability to engage students in counseling.				
Demonstrates ability to create a counseling environment based on respect and rapport.				
Demonstrates ability to collaborate effectively with others.				
Creates positive environments for student learning.				

Additional comments:



**University of Maryland Eastern Shore
EMPLOYER SURVEY**

Please take a few minutes to help the University of Maryland Eastern Shore Department of Education understand what we do well in preparing our professional **teacher education candidates** and what we need to improve. The survey is designed to gauge your perception of the University of Maryland Eastern Shore's education graduates as a group, rather than to rate individuals. Please make your selections based on group performance overall.

Participation is voluntary; however, your feedback is extremely important to us. All individual responses will be kept strictly confidential. Only group results will be summarized and reported.

The survey is organized according to our conceptual framework (PRIDE) themes that are emphasized throughout the University of Maryland Eastern Shore's professional education preparation programs: We prepare teacher/counselor educators who 1) are professional, 2) are reflective, 3) are innovative, 4) value diversity, and 5) are effective..

PLEASE RETURN SURVEY IN THE ENCLOSED ENVELOPE BY FRIDAY, April 11, 2008.

Thank you for your participation!

Background Information

DISTRICT: _____

COUNTY _____

SCHOOL _____

Your current position is:

- | | |
|--|--|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Personnel Director |
| <input type="checkbox"/> Assistant Superintendent | <input type="checkbox"/> Director of Special Education |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Department/Subject Area Chair |
| <input type="checkbox"/> Assistant/Associate Principal | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Other _____ | |

Your responses to the survey questions are based on your interactions with approximately how many University of Maryland Eastern Shore Department of Education graduates? Please base your responses on the past five years.

1 to 5 6 to 10 11 to 20 more than 20 unable to estimate

**University of Maryland Eastern Shore
EMPLOYER SURVEY**

Please place a check mark in the box that best describes your assessment of the skills of the University of Maryland Eastern Shore teacher education graduates as a group in each of the following areas.

Professionalism	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge of professional, state, and institutional standards.				
Has understanding of effective communication needed to foster relationships with home, school, and community.				
Has knowledge of school rules, district policies, and administrative regulations.				
Demonstrates ability to contribute professionally to the school and district.				
Demonstrates flexibility and responsiveness.				
Demonstrates a commitment to continuous learning and enhancement as a professional.				
Demonstrates ability to collaborate effectively with others.				
Reflection	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Monitors own instructional/counseling effectiveness.				
Strives for continuous self-improvement based upon learner outcomes.				
Uses assessment data to improve /instruction/learning/ reteaching.				
Uses suggestions from students and supervisors to improve instruction.				
Engages students in self-reflection.				
Innovative	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Identifies and addresses varying learning, teaching strategies/styles.				
Explores new instructional and technological methodologies.				
Models innovation and creativity in teaching techniques.				
Encourages critical thinking in students/ counselees.				
Uses technology to promote learning.				
Employs various assessment strategies to accommodate individual and diverse learners.				

Diversity and Dispositions	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has understanding of cultural and individual diversity.				
Has knowledge of ethical conduct in professional practices.				
Demonstrates a belief that all students can learn.				
Demonstrates a commitment to equity.				
Demonstrates respect for the dignity and worth of all students.				
Utilizes instructional practices associated with diverse learners, families, and cultures.				
Effectiveness	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Provides opportunities that enhance students' intellectual, social, and personal growth.				
Promotes student learning outcomes.				
Communicates high expectations for all students.				
Promotes effective pro-social behavior in the classroom.				
Gives prompt and effective feedback to students.				
Research and Best Practices	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge and awareness of evidence-based "best practices."				
Has knowledge of assessment practices that are based on standards, instructional goals and instructional adaptations.				
Demonstrates skill in the design and use of coherent evidence-based instruction.				
Demonstrates skill in the use of assessment practices that are based on standards, instructional goals and instructional adaptations.				

Content and Pedagogy	Below Expectations	Meets Expectations	Exceeds Expectations	Unable to rate/ Not applicable
Has knowledge of content in one's area.				
Has knowledge of relevant pedagogical practices in one's area.				
Has knowledge of skills necessary to encourage students' critical thinking and problem-solving abilities.				
Demonstrates ability to engage students in learning.				
Demonstrates ability to create a classroom environment based on respect and rapport.				
Demonstrates ability to effectively manage classroom procedures.				
Demonstrates ability to effectively manage student behavior.				
Demonstrates ability to collaborate effectively with others.				
Demonstrates knowledge of Maryland PreK-12 Voluntary State Curriculum (VSC)				
Demonstrates ability to align instruction with content standards VSC				
Demonstrates knowledge of Maryland Teacher Technology Standards (MTTS)				
Demonstrates knowledge of Maryland School Assessments (MSA) and Maryland High School Assessments (HAS)				

Additional comments:

Appendix N: Comprehensive Exam Rubric

Department of Education
Graduate Student
Comprehensive Exam Rubric

Student Number: _____ Date: _____ Evaluator: _____

	Exemplary – 8	Competent – 6	Marginal – 3	Poor – 0 – 1	Q1 Q2 Q3
<p>Content Knowledge</p> <p>Question #1 INTASC #1,#9,#10 CEC #1,# 9</p> <p>Question #2 INTASC #2, #3,#4, #5, #6,#7 CEC #2,#3,#4,#5, #6,#7</p> <p>Question #3 INTASC #3,#6,#8 CEC #3,#6, #8</p>	<p>Demonstrates in-depth knowledge of the subject matter through production of work that goes beyond established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> • Exhibit reflection of readings in discipline • Incorporate critical analysis and synthesis of central concepts of subject to <u>an outstanding degree</u> • Provide detailed descriptions and/or numerous specific vivid examples • Avoid vague generalities • Cites numerous appropriate references when needed 	<p>Demonstrates acceptable knowledge of subject matter through production of work that meets established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> • Exhibit reasonable interpretation of readings in discipline • Incorporate critical analysis and synthesis of central concepts of subject • Provide some detailed descriptions and/or numerous specific examples • Have few vague generalities and clichés • Cites some appropriate references when needed. 	<p>Demonstrates minimal knowledge of subject matter through production of work that meets some established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> • Exhibit some errors in interpretation of readings in discipline • Incorporate minimal analysis and synthesis of central concepts of subject • Provide few details and/or specific examples • Uses substantial vague generalities and clichés • Cites few appropriate references when needed. 	<p>Demonstrates unacceptable knowledge of subject matter through production of work that fails to meet established standards. Responses to posed questions:</p> <ul style="list-style-type: none"> • Exhibit numerous or substantial errors in interpretation of readings in discipline • Do not incorporate analysis or synthesis of central concepts of subject • Fail to provide supporting details and/or examples • Rely on vague generalities and clichés • No references or inappropriate references cited. 	

	Exemplary – 8	Competent – 6	Marginal – 3	Poor – 0 – 1	Q2 Q3
<p>Application of Content Knowledge</p> <p>Question #2 INTASC #2, #3,#4, #5, #6,#7 CEC #2,#3,#4,#5, #6,#7</p> <p>Question #3 INTASC #3,#6,#8 CEC #3,#6, #8</p>	<p>Demonstrates exceptional proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of students, encourage critical thinking and problem-solving, create a positive, motivating learning environment and incorporate appropriate technologies.</p> <p>Responses to posed questions:</p> <ul style="list-style-type: none"> • Are original and creative • Exhibit reflective engagement with professional literature and its implications for sound practice • Demonstrate an understanding of the nature of learners in the target population • Provide detailed descriptions and numerous specific, vivid examples • Exhibit a deep understanding of the various contexts that 	<p>Demonstrates acceptable proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of students, encourage critical thinking and problem-solving, create a positive, motivating learning environment and incorporate appropriate technologies.</p> <p>Responses to posed questions:</p> <ul style="list-style-type: none"> • Show some insight, creativity, and original thinking • Exhibit reasonable understanding of professional literature and its implications for wise practice • Show some consideration of the nature of learners in the target population • Provide some detailed descriptions and numerous specific, vivid examples • Show some understanding of the various 	<p>Demonstrates minimal proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of students, encourage critical thinking and problem-solving, create a positive, motivating learning environment and incorporate appropriate technologies.</p> <p>Responses to posed questions:</p> <ul style="list-style-type: none"> • Show minimal evidence of insight, creativity, and original thinking • Exhibit superficial understanding of professional literature and its implications for wise practice • Show little consideration of the nature of learners in the target population • Provide few details and examples • Show little understanding of the various contexts that impact learning and/or assessment. • Exhibit substantial reliance on vague generalities and clichés 	<p>Fails to demonstrate acceptable proficiencies to plan and communicate instruction or other professional practice in ways that make content meaningful, account for diversity and the developmental needs of students, encourage critical thinking and problem-solving, create a positive, motivating learning environment and incorporate appropriate technologies.</p> <p>Responses to posed questions:</p> <ul style="list-style-type: none"> • Show lack of insight, or original thinking • Exhibit numerous or substantial errors in understanding of professional literature and its implications for wise practice • Ignore the nature and needs of learners in the target population • Fail to provide supporting details or examples • Fail to demonstrate understanding of the various contexts that impact learning and/or assessment. • Rely on vague generalities and clichés 	

	<p>impact learning and/or assessment.</p> <ul style="list-style-type: none"> Avoid vague generalities and clichés 	<p>contexts that impact learning and/or assessment.</p> <ul style="list-style-type: none"> Have few vague generalities and clichés 			
	Exemplary – 4	Competent – 3	Marginal – 2	Poor – 0 - 1	Q1 Q2 Q3
Organization	<p>Demonstrates exceptional proficiencies in organization. Responses to posed questions:</p> <ul style="list-style-type: none"> Are very clear, persuasive, and well organized 	<p>Demonstrates acceptable proficiencies in organizational abilities. Responses to posed questions:</p> <ul style="list-style-type: none"> Are clear and fairly well organized. 	<p>Demonstrates minimal proficiencies in organizational abilities. Responses to posed questions:</p> <ul style="list-style-type: none"> Are somewhat clear and organized. 	<p>Demonstrates unacceptable proficiencies in organizational abilities. Responses to posed questions:</p> <ul style="list-style-type: none"> Are unclear and disorganized 	
	Exemplary – 4	Competent – 3	Marginal – 2	Poor – 0 – 1	Q1 Q2 Q3
Grammar	<p>Demonstrates exceptional proficiencies in grammatical constructions. Responses to posed questions:</p> <ul style="list-style-type: none"> Are clear and free of major grammatical, spelling, and usage errors 	<p>Demonstrates acceptable proficiencies in grammatical constructions. Responses to posed questions:</p> <ul style="list-style-type: none"> Are mostly free of major grammatical, spelling and usage errors 	<p>Demonstrates minimal proficiencies in grammatical constructions. Responses to posed questions:</p> <ul style="list-style-type: none"> Include some major grammatical, spelling, and usage errors 	<p>Demonstrates unacceptable proficiencies in grammatical constructions. Responses to posed questions:</p> <ul style="list-style-type: none"> Include numerous major grammatical, spelling, and usage errors 	

Scoring: Exemplary = 57 +
Competent = 51 - 56
Marginal = 45 - 50

Content Knowledge (24 max.) 8 possible points for each of 3 questions
Content Application (16 max.) 8 possible points for each of 2 questions

Organization (12 max.)
Grammar (12 max.)

4 possible points for each of 3 questions
4 possible points for each of 3 questions

Total Possible 64 points

Appendix O: Faculty Peer Teaching Rubric

Scoring Rubric for Faculty Peer Teaching

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/Confirm	Evidence/Comments
<u>PROFESSIONAL QUALITIES</u>	The instructor needs improvement in more than one of the following professional qualities:	The instructor shows evidence of demonstrating satisfactory competence in the following professional qualities:	The instructor demonstrates excellence in most of the following professional qualities:		
oral and written language	using correct oral and written language	using correct oral and written language	using correct oral and written language		
punctuality	being prompt in conducting class	being prompt in conducting class	being prompt in conducting class		
order and organization	conducting class in an orderly and organized fashion	conducting class in an orderly and organized fashion	conducting class in an orderly and organized fashion		
clarity of goals/objectives	presenting clear course goals/objectives	presenting clear course goals/objectives	presenting clear course goals/objectives		
knowledge of subject matter	demonstrating breadth and depth of subject matter	demonstrating breadth and depth of subject matter	demonstrating breadth and depth of subject matter		
enthusiasm and excitement	demonstrating enthusiasm and excitement for subject matter/course	demonstrating enthusiasm and excitement for subject matter/course	demonstrating enthusiasm and excitement for subject matter/course.		

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/ Confirm	Evidence/ Comments
explanation of concepts and assignments	using clarity in explaining course concepts and assignments	using clarity in explaining course concepts and assignments	using clarity in explaining course concepts and assignments		
REFLECTIVE QUALITIES	The instructor needs improvement in more than one of the following reflective qualities:	The instructor shows evidence of demonstrating satisfactory competence in the following reflective qualities:	The instructor demonstrates excellence in most of the following reflective qualities:		
questioning strategies	using appropriate and varied and questioning strategies	using appropriate and varied and questioning strategies	using appropriate and varied and questioning strategies		
responses to students	provides constructive responses	provides constructive responses	provides constructive responses		
cues and encouragement	encourages students to respond by providing appropriate cues	encourages students to respond by providing appropriate cues	encourages students to respond by providing appropriate cues		
accurate information	provides accurate content	provides accurate content	provides accurate content		
assessment/ feedback	identifies ways to assess student work and provides timely, thorough feedback	identifies ways to assess student work and provides timely, thorough feedback	identifies ways to assess student work and provides timely, thorough feedback		

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/ Confirm	Evidence/ Comments
INNOVATIVE QUALITIES	The instructor needs improvement in more than one of the following innovative qualities:	The instructor shows evidence of demonstrating satisfactory competence in the following innovative qualities:	The instructor demonstrates excellence in most of the following innovative qualities:		
currency of content/pedagogy	provides current, cutting-edge content and pedagogy	provides current, cutting-edge content and pedagogy	provides current, cutting-edge content and pedagogy		
research-based content/pedagogy	provides research-based content and pedagogy	provides research-based content and pedagogy	provides research-based content and pedagogy		
supportive resources	uses appropriate, varied supportive resources to supplement instruction	uses appropriate, varied supportive resources to supplement instruction	uses appropriate, varied supportive resources to supplement instruction		
varied instructional strategies	uses a variety of appropriate instructional strategies	uses a variety of appropriate instructional strategies	uses a variety of appropriate instructional strategies		
technology infusion	infuses technology into instruction as appropriate and encourages students to use	infuses technology into instruction as appropriate and encourages students to use	infuses technology into instruction as appropriate and encourages students to use		

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/ Confirm	Evidence/ Comments
VALUING DIVERSITY QUALITIES	The instructor needs improvement in more than one of the following valuing diversity qualities:	The instructor shows evidence of demonstrating satisfactory competence in the following valuing diversity qualities:	The instructor demonstrates excellence in most of the following valuing diversity qualities:		
equitable and fair treatment	treats students equitably, fairly and with respect	treats students equitably, fairly and with respect	treats students equitably, fairly and with respect		
intellectual debate and multiple perspectives	encourages intellectual debate and multiple perspectives	encourages intellectual debate and multiple perspectives	encourages intellectual debate and multiple perspectives		
different learning styles	understands and appropriately addresses different learning styles	understands and appropriately addresses different learning styles	understands and appropriately addresses different learning styles		
individual strengths and needs	demonstrates respect for individual strengths and needs	demonstrates respect for individual strengths and needs	demonstrates respect for individual strengths and needs		

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/ Confirm	Evidence/ Comments
individual students	knows and addresses students by name	knows and addresses students by name	knows and addresses students by name		
EFFECTIVE QUALITIES	The instructor needs improvement in more than one of the following effective qualities:	The instructor shows evidence of demonstrating satisfactory competence in the following effective qualities:	The instructor demonstrates excellence in most of the following effective qualities:		
responses to students' questions	provides timely, accurate and appropriate responses to students' questions and comments	provides timely, accurate and appropriate responses to students' questions and comments	provides timely, accurate and appropriate responses to students' questions and comments		
review and summarization	provides appropriate review and summarization of content	provides appropriate review and summarization of content	provides appropriate review and summarization of content		

Criterion	Unacceptable	Acceptable	Target	No Opportunity to Observe/Confirm	Evidence/Comments
connecting ideas	provides connecting ideas for major course concepts and ideas	provides connecting ideas for major course concepts and ideas	provides connecting ideas for major course concepts and ideas		
presentation skills	uses appropriate presentation skills	uses appropriate presentation skills	uses appropriate presentation skills		
time management	demonstrates effective time management skills in conducting class and course activities	demonstrates effective time management skills in conducting class and course activities	demonstrates effective time management skills in conducting class and course activities		
classroom management	facilitates classroom activities in effective manner	facilitates classroom activities in effective manner	facilitates classroom activities in effective manner		

Peer Teaching Rubric 3.7.06

Name of Faculty Member _____

Date/Time of Observation _____

Reviewer/Evaluator _____

Class Observed/Topic _____

Appendix P: Practicum Evaluation Form

ON-SITE END OF SEMESTER EVALUATION FORM School Counseling

Conceptual Framework -PRIDE

*The University of Maryland Eastern Shore Professional Education Unit prepares professionals who are reflective, innovative, value diversity and are effective (PRIDE). Our candidates are **p**rofessionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously **r**eflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are **i**nnovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing **d**iversity centers around understanding and interacting with individuals in various education, social and cultural environments. Finally, our candidates demonstrate the knowledge, skills and dispositions that support **e**ffective student learning outcomes*

Practicum Student Name: _____

Supervisor: _____

Place of Practicum: _____

Date: _____

Judge the intern's professionalism using the following characteristics

A. Professional Identity (Professional roles, functions, dispositions and relationships) (PROFESSIONAL, CACREP Standard I: Professional Identity, CACREP Standard II: Cultural Diversity)

1. Ability to work professionally with other service providers including administrators, other counselors, and support personnel.

1	2	3	4	5	No opportunity to observe
poor average	below average	average	above average	excellent	

2. Dependability

1	2	3	4	5	No opportunity to observe
poor average	below average	average	above average	excellent	

3. Use of suggestions and/or constructive criticism

1	2	3	4	5	No opportunity
---	---	---	---	---	----------------

	poor average	below	average	above average	excellent	to observe
4. Promptness	1	2	3	4	5	No opportunity to observe
	poor average	below	average	above average	excellent	
5. Ability to work independently	1	2	3	4	5	No opportunity to observe
	poor average	below	average average	above	excellent	
6. Willingness to assume responsibility	1	2	3	4	5	No opportunity to observe
	poor	below average	average	above average	excellent	
7. Initiative	1	2	3	4	5	No opportunity to observe
	poor	below average	average	above average	excellent	
8. Enthusiasm	1	2	3	4	5	No opportunity to observe
	poor	below average	average	above average	excellent	
9. Intern's respect for others' professional skills and competencies	1	2	3	4	5	No opportunity to observe
	poor	below average	average	above average	excellent	

General comments on professional identity: _____

B. Social and Cultural Diversity (understanding the context of culture, ethnicity, nationality, age, gender, sexual orientation, abilities) (value DIVERSITY, REFLECTIVE, CACREP Standard II: Social and Cultural Identity)

1. Knowledge of issues related to counseling diverse clients.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

2. Evidence of reflective practice.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

3. Counselor's role in social justice and advocacy.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

4. Counselor's ability to reflect on own biases.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

General comments on social and cultural diversity:

C. Helping Relationships (effectively demonstrates communication skills, the ability to establish positive relationships, and an understanding of the counseling and consultative processes). (PROFESSIONAL, EFFECTIVE, INNOVATIVE, CACREP Standard II: Human Growth and Development, CACREP Standard IV: Career Development, CACREP Standard VI: Group Work)

1. Application of ethical and legal considerations in the professional counseling setting.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

2. Implementation of individual counseling techniques

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

3. Implementation of group counseling techniques.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

4. Ability to implement appropriate developmental activities for clients.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

5. Ability to implement consultation relationships

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

6. Understanding and implementation of career and educational planning, placement, follow-up, and evaluation

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

General comments on helping relationships: _____

D. Other Professional Counseling Knowledge, Skills, and Dispositions (knowledge and skills that impact counseling outcomes). (EFFECTIVE, INNOVATIVE, value DIVERSITY, CACREP Standard VI: Group Work, CACREP Standard VII: Assessment, CACREP Standard VIII: Research and Program Evaluation)

1. Readiness to coordinate student assessment programs (Ex. High Stakes Testing, SAT Testing, and Standardized Achievement Testing)

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

2. Readiness to analyze and interpret school/agency data.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

3. Readiness to create programmatic interventions (Ex. Afterschool programs, high-risk populations, mentoring programs, parent support groups, and incentive programs).

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

4. Ability to create positive environments for student learning.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

5. Ability to assess counseling outcomes.

1	2	3	4	5	No opportunity to observe
poor	below average	average	above average	excellent	

E. **Other comments:**

Supervisor Signature _____

Appendix Q: Candidate Professional Education Interview Protocols (Graduate)

Professional Education Unit
University of Maryland Eastern Shore
Interview Protocol for Special Education Graduate Program
Spring 2008

Name of Student _____

Name of Interviewer _____

Date/Time of Interview _____

1. As a prospective graduate student in special education, please share with us some of your experiences working with children and youth in the PreK-12 age range. Please include any experiences that you have had in working with students with disabilities and any other diverse groups of students. Finally, please share with us your motivation for being part of this program. (*Reflective, value Diversity*)

Evaluation:

Target (3)	Developing (2)	Incomplete (1)	Unacceptable (0)

Comments:

2. What do you see as your strengths as you enter the program? What are your areas of need/weakness? What are your goals and expectations for the program? (*Innovative, Reflective*)

Evaluation:

Target (3)	Developing (2)	Incomplete (1)	Unacceptable (0)

Comments:

3. The program will provide you with an opportunity to learn more about special education, particularly in the role of teacher. What do you believe are the most important professional qualities that a special education teacher needs in order to be effective? (*Professional, Effective*)

Evaluation:

Target (3)	Developing (2)	Incomplete (1)	Unacceptable (0)

Comments:

4. As you know, working with students in special education is a challenging experience. It will require that you have certain content knowledge, pedagogical and professional knowledge and skills, as well as dispositions and cultural competencies. As a future student in the Graduate Special Education Program you will be expected to reflect on and self-assess your own professional dispositions and cultural competencies. In addition, your instructors will evaluate you. Please take a moment to read through this protocol. You will be asked to make sure that you understand what each of these dispositions and competencies mean. (*Professional, value Diversity*)

Evaluation:

Target (3)	Developing (2)	Incomplete (1)	Unacceptable (0)

Comments:

5. In addition, all students enrolled in any program within the Professional Education Unit must have a background check beginning in the fall of 2008. It will likely be handled through the state police. More details will be forthcoming.
Do you have any questions about the program at this point? (Here ask specific questions related to individual student's background.)

Comments:

Follow-Up/Questions/Other Comments:

Appendix R: Candidate Professional Education Interview Protocols (Undergraduate)

Professional Education Unit
University of Maryland Eastern Shore
Interview Protocol for Teacher Candidates

Prospective Candidate: _____

Major: _____

Name of Interviewer: _____

Date/Time of Interview: _____

Committee member: _____

5. You are being interviewed because of your interest in entering the Professional Teacher Education Program. Please spend a moment and reflect on your "Philosophy of Education" and "your experiences working with children and or adolescents."
 - a) What strengths will you bring to the professional teacher education program?
 - b) What are your areas of need/weakness?
 - c) What are your goals and expectations for this program?
(Innovative, Reflective)

6. Acceptance into the Professional Teacher Education Program will give you an opportunity to work collaboratively with other potential future teachers, as well as experienced professionals currently in the field. How do you see yourself working with your fellow candidates? With your advisor? With your mentor teachers?
(Effective)

7. If you are admitted into the program, you will discover that completing the requirements for teacher certification is a complex and challenging experience. It will require that you have certain content knowledge, pedagogical and professional knowledge and skills, as well as dispositions and cultural competencies. At this time we would like you to read these, understanding that you will evaluate yourself and be evaluated in these areas throughout your program. Please sign a copy of the Professional Dispositions and Cultural Competencies to indicate that you have received them and understand their importance. We would also like to discuss these with you. **(Professional, values Diversity)**

8. The requirements necessary to complete the teacher education program experience is very time consuming. You will be expected to not only spend the usual school day at UMES, but also to complete field experiences in the different Professional Development Schools away from the UMES campus. We currently have PDSs in four local counties (Caroline, Somerset, Wicomico, Worcester).
- a) Do you have preferences as to where you might like to be placed for some of your field experiences? If so, why?
 - b) It is required that candidates provide their own transportation to all field experiences and to their internship. Transportation is extremely limited on the Eastern Shore. Do you have transportation available to you? If not, how might you resolve this challenge?
 - c) Effective time management is crucial to your success. Please discuss your techniques for time management.
 - d) What other responsibilities and activities will you be undertaking at the same time if you are admitted into the teacher education program?
(Professional, Reflective)

The interview process has concluded. Do you have any questions for the Committee?

If you have no further questions for the committee and as an indication that you understood the importance of this interview, we would like your signature.

Candidate's Signature: _____

Date: _____

Thank you for taking part in the interview. The committee will discuss your responses and we will be back in touch with you within a week.

**Interview Rubric
For Admission to Teacher Education**

	Target (2)	Developing (1)	Unsatisfactory (0)
Oral Communication Skills	The candidate's oral communication is clear and concise.	The candidate's oral communication is occasionally unclear or imprecise and contains few grammatical and/or other errors.	The candidate's oral communication is unclear or imprecise and contains numerous grammatical and/or other errors.
Interpersonal Skills	The candidate maintains a professional demeanor and is able to communicate in a civil manner throughout the interview.	The candidate maintains professional demeanor for the most part and is able to communicate in a civil manner throughout most of the interview.	The candidate demonstrates difficulty in maintaining a professional demeanor and has difficulty communicating in a civil manner throughout the interview.
Completeness of Responses	The candidate's responses to questions are well organized and thorough.	The candidate's responses to questions are somewhat organized but not thorough..	The candidate's responses to questions are poorly organized nor thorough.
Professionalism (actions)	The candidate behaves in a manner so as not to draw undue attention to him/herself.	The candidate behaves in a manner that for the most part does not draw undue attention to him/herself.	The candidate behaves in a manner that draws undue attention to him/herself.
Reflection	The candidate demonstrates detailed reflection in responding to interview questions using personal experiences as the starting point.	The candidate demonstrates some reflection in responding to interview questions.	The candidate demonstrates no reflection in responding to interview questions.
Innovative Ideas	The candidate expressed many innovative ideas while responding to the interview questions.	The candidate expressed some innovative ideas while responding to the interview questions.	The candidate did not express any innovative ideas while responding to the interview questions.
Values Diversity	The candidate's responses to interview questions indicated an awareness and value for diversity.	The candidate's responses to interview questions indicated some awareness and value for diversity.	The candidate's responses to interview questions indicated no awareness and value for diversity.
Effective	The candidate's responses indicate the candidate knows how to effectively balance academic responsibilities with other aspects of his/her life.	The candidate's responses indicate the candidate is trying to effectively balance academics with other aspects of his/her life.	The candidate's responses indicate the candidate seems unaware of how to effectively balance academics with other aspects of his/her life.